

Mcso Juveniles



2015-16 School Improvement Plan

Mcso Juveniles

700 NW 30TH AVE, Ocala, FL 34475

[no web address on file]

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

0%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

0%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Marion County Sheriff office is to provide continuation of educational services that empowers reassigned, expelled, and referred students by creating a culture that supports a personalized learning experience and by using the continuous improvement model.

Provide the school's vision statement

Marion County Sheriff Office provides personal and educational support fro students at risk of not making continuous progress in school by creating and implementing alternatives for achieving success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

MCSO uses student demographic information, calendar year events, treatment team meetings , IEP meetings and one-on-one meetings, with students to build relationships. Our transition specialist provides individualized services for our students and teachers to gain personal and cultural background information on each student. MCSO uses calendar year lesson planning to celebrate a variety of students' cultures. Teachers allow student expression through writing poetry and essay contests. MCSO has a diverse library for students to receive information about different cultures

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have implemented Positive Behavior Support at MCSO. PBS has allowed a safe environment conducive for learning. The PBS process has allowed staff to look at positive approaches to dealing with negative behaviors. The lead teacher also participates in treatment team meetings, with the facility staff, to talk about the students' current status in school and how students are doing outside of school. All students are recognized for accomplishments and or achievements.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavioral system is PBS. MCSO has PBS expectations posted in each classroom. PBS expectations are reviewed regularly with the students. Our staff has been trained on PBS and how to use PBS effectively in the classroom. MCSO has a redirection room for students who are unable to comply with the school behavior matrix.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

MCSO has an on site guidance counselor and transition specialist. In addition the facility also has a on-site counselor that the teachers can refer youth in crisis. MCSO also has an on-site resource compliance specialist to ensure students with disabilities needs are met.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

MCSO Juveniles builds partnerships with the community by inviting speakers to come and talk to the students. Some programs are Sickel Cell Disease Association of America, The Centers Inc., Tobacco Cessation, volunteer librarian, and our lead teacher goes to facility advisory meetings. The lead teacher is actively seeking a business partner at MCSO. A toastmaster instructor comes to the facility to teach our students about impromptu speaking. The Jacksonville Zoo comes yearly to speak to our students

about animals habits, ecosystems, and how animals affect and impact the environment. A VSA artist comes out and teaches our students about the importance of art. Workforce of Ocala comes out to speak with our students about careers and life goals.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Abshier, Dama	Principal
Thomas, Dwan	Assistant Principal
Williamson, Calvis	Instructional Coach
Wade, Dale	Instructional Coach
Miller, Jennifer	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team meets every Monday for one hour. The leadership team discusses site based issues, brainstorms effective resolutions. The leadership team is comprised of the lead teacher from each site, the curriculum coordinator, the principal, and the program manager.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team meets with our Title I specialist , Dr. Ira Neal, once a month to go over our Title I budget and to review how to spend funds appropriately. The leadership team works directly to purchases resources that are research-based and aligned with the Florida Standards. The person responsible for making sure the resources are available is the curriculum coordinator. The curriculum coordinator also provides training on what is appropriate to purchase and how the purchase should benefit student performance.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dale Wade	Teacher
Dwan Thomas	Education Support Employee
Dama Abshier	Principal
Calvis Williamson	Education Support Employee
Jane Route	Business/Community
Derek Ponder	Business/Community
Mr. Lightsey	Business/Community
Mr. Kennan Bullard	Business/Community
Jason Pimental	Parent
Irma Terry	Parent
JPO	Parent
Mrs. Fender	Education Support Employee
Jennifer Miller	Education Support Employee
Lt. Ray Piotti	Student
Wendy Hobart	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee will look over the school improvement plan and give feedback on any concerns.

Development of this school improvement plan

The school improvement plan is developed by the leadership team but the school improvement plan is reviewed by the SAC committee.

Preparation of the school's annual budget and plan

The school's annual budget and plan is developed by the leadership team and the SAC committee.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Williamson, Calvis	Instructional Coach
Wade, Dale	Instructional Coach
Miller, Jennifer	Instructional Coach
Hobart, Winona	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT ensures that all classrooms have up-to-date relevant libraries. Teachers are receiving training across the curriculum. The LLT has purchased supplemental materials for content area reading strategies.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

MCSO has collaborative weekly planning meetings. The lead teacher models effective instruction opportunities to learn new strategies. The modeling also allows teachers to practice new skills and implement innovative lessons. Teachers meet quarterly by subject area for collaboration. Teachers also do thematic calendar units. MCSO also meets weekly to discuss learning goals and academic outcomes.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Qualified applicants will be screened from the district website/pool of applicants. MCSO has a mentoring program for new teachers who will be paired with experience master teacher. Staff Development has the PEC Program, for first year teachers who will participate in and complete the new teacher program through the district, as well as ongoing professional development for less experienced to more experienced teachers. The district has incorporated planning time for teachers and for teacher collaboration in the regular school day and teacher work days

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with lead teachers to complete the district's PEC Program. The rationale for pairing and planned mentoring activities is derived with master teachers to review MBI's, assessments information, modeling strategies, instruction process, and site specific rules and regulations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The mastery based instruction syllabus, that our programs provides to students , were all aligned with the Florida Standards. The GED program, that we also offer the students, is also aligned with the Florida Standards. Our schools review and follow the curriculum maps. The program manager also

attends district training to receive the new information from DOE about new curriculum. Instructional coaches are also working closely with teachers and the district to make sure our sites are following Florida Standards. MCSO teachers and administration staff receive professional development on Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students are assessed upon entry to determine reading and math skills levels. Based on test results and transcripts students are assigned individualized materials, which include a variety of differentiated lessons. State adapted textbooks have differentiated strategies to help with increasing student proficiency. ESE accommodations are provided based on individual need.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 102,318

Students receive additional summer days and have the opportunity to complete credit recovery and also enrichment

Strategy Rationale

The students will be in school year round which will allow us to improve credit recover and student achievement will continue to get better.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Thomas, Dwan , dwan.thomas@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

MBIs, GED Academy, and credit recover.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

MCSO has a transition specialist that provides support to students about college and career awareness. We offer workforce training to our students, which provides our students with customer service certifications and other certifications from Workforce. MCSO also invites community stakeholders to educate our students on local business.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We provided career courses, and the teachers integrate career education along with their subject areas by focusing on skills necessary for career focus.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the focus of instruction deliver and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If the focus of instruction deliver and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams. 1a

 G073840

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Title 1 N&D
- Access to Juvenile Probation Officers
- District Staff (Student Services)
- Staff Development
- Curriculum Coordinator
- Access to District Reading Programs
- Lead Teacher-Reading Coaches
- TABE Test
- STAR reading test

Targeted Barriers to Achieving the Goal 3

- Anti- Social Behaviors
- Students enter the program with reading and/or language deficiencies (phonic, fluency, and speak of other languages, comprehension, and vocabulary).

Plan to Monitor Progress Toward G1. 8

Looking at reading assignments

Person Responsible

Dwan Thomas

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Review TABE and STAR Test results. Conduct Quarterly Literacy Team Meetings and weekly Leadership team meetings.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If the focus of instruction deliver and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams. **1**

 G073840

G1.B1 Anti- Social Behaviors **2**

 B192857

G1.B1.S1 The staff will be train on Positive Behavior Support thru University of South Florida. The training will consist of ways to help student with behavior problems and ways to deal with the problems in a positive manner. **4**

 S204350

Strategy Rationale

If staff is train in PBS, then student behavior problems will decrease.

Action Step 1 **5**

PBS Training

Person Responsible

Dama Abshier

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The trainer will have signin sheets and each site will have a behavior managment system written at each site

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PBS Walk through

Person Responsible

Dwan Thomas

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Dwan Thomas will visit sites once a month with Title 1 supervisory to oversee that PBS is being used with fidelity and also asking teachers and students for ways to improve PBS.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Tracking discipline referral

Person Responsible

Dwan Thomas

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Looking over discipline referrals that teachers submit to the lead teachers. Walk-throughs to check for student engagements.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Positive referrals/ Student of the week/ PBS expectations are posted in all the classrooms

Person Responsible

Sarah Umholtz

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Looking at data for students who are showing positive behavior in school and rewarding the student.

G1.B2 Students enter the program with reading and/or language deficiencies (phonic, fluency, and speak of other languages, comprehension, and vocabulary). **2**

 B192858

G1.B2.S1 Diagnose reading deficiencies of level 1 and level 2 students or those scoring 2 or more levels below their current grade level as measured by entry assessments. Small group instruction in intensive reading classes complemented by student's use of computer-based reading programs to focus on areas of individual need. **4**

 S204351

Strategy Rationale

Small group instruction and looking at our level 1 and 2 students with reading deficiencies, will allow us to see which students needs the most help. Looking at the students with reading deficiencies help us come up with interventions we need to put in place to help our students.

Action Step 1 **5**

CIS Training

Person Responsible

Calvis Williamson

Schedule

On 6/1/2016

Evidence of Completion

Walk-through and Student Performance on EOC and assessments

Action Step 2 **5**

DBQ Training

Person Responsible

Calvis Williamson

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walk-through and Student Performance on EOC and assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

CIS walk throughs

Person Responsible

Calvis Williamson

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for strategies used in the CIS training.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

DBQ Walk throughs

Person Responsible

Sarah Umholtz

Schedule

Biweekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for strategies used in the DBQ training.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher observation

Person Responsible

Calvis Williamson

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walk throughs looking for intervention but in place thru DBQ and CIS training

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Class assessments

Person Responsible

Sarah Umholtz

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Looking at TABE test and STAR Test results

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Treatment Team

Person Responsible

Sarah Umholtz

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The lead teacher will meet with facility staff each week to discuss each student and the needs that will help the student perform better.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Literacy Team Meetings

Person Responsible

Sarah Umholtz

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The Literacy team meets once quarterly to implement reading across the curriculum.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review of past assessments

Person Responsible

Sarah Umholtz

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Teachers will look at students past assessment and make judgements on placement and intervention.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Progress/Report Cards

Person Responsible

Sarah Umholtz

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

Evidence of Completion

IPC will make sure the teacher grades are input into SMS.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PBS Training	Abshier, Dama	8/24/2015	The trainer will have sign-in sheets and each site will have a behavior management system written at each site	6/1/2016 monthly
G1.B2.S1.A1	CIS Training	Williamson, Calvis	8/24/2015	Walk-through and Student Performance on EOC and assessments	6/1/2016 one-time
G1.B2.S1.A2	DBQ Training	Williamson, Calvis	8/24/2015	Walk-through and Student Performance on EOC and assessments	6/1/2016 monthly
G1.MA1	Looking at reading assignments	Thomas, Dwan	8/24/2015	Review TABE and STAR Test results. Conduct Quarterly Literacy Team Meetings and weekly Leadership team meetings.	6/1/2016 weekly
G1.B1.S1.MA1	Positive referrals/ Student of the week/ PBS expectations are posted in all the classrooms	Umholtz, Sarah	8/24/2015	Looking at data for students who are showing positive behavior in school and rewarding the student.	6/1/2016 monthly
G1.B1.S1.MA1	PBS Walk through	Thomas, Dwan	8/24/2015	Dwan Thomas will visit sites once a month with Title 1 supervisory to	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				oversee that PBS is being used with fidelity and also asking teachers and students for ways to improve PBS.	
G1.B1.S1.MA2	Tracking discipline referral	Thomas, Dwan	8/24/2015	Looking over discipline referrals that teachers submit to the lead teachers. Walk-throughs to check for student engagements.	6/1/2016 monthly
G1.B2.S1.MA1	Teacher observation	Williamson, Calvis	8/24/2015	Walk throughs looking for intervention but in place thru DBQ and CIS training	6/1/2016 monthly
G1.B2.S1.MA4	Class assessments	Umholtz, Sarah	8/24/2015	Looking at TABE test and STAR Test results	6/1/2016 monthly
G1.B2.S1.MA5	Treatment Team	Umholtz, Sarah	8/24/2015	The lead teacher will meet with facility staff each week to discuss each student and the needs that will help the student perform better.	6/1/2016 weekly
G1.B2.S1.MA6	Literacy Team Meetings	Umholtz, Sarah	8/24/2015	The Literacy team meets once quarterly to implement reading across the curriculum.	6/1/2016 quarterly
G1.B2.S1.MA7	Review of past assessments	Umholtz, Sarah	8/24/2015	Teachers will look at students past assessment and make judgements on placement and intervention.	6/1/2016 monthly
G1.B2.S1.MA8	Progress/Report Cards	Umholtz, Sarah	8/24/2015	IPC will make sure the teacher grades are input into SMS.	6/1/2016 quarterly
G1.B2.S1.MA1	CIS walk throughs	Williamson, Calvis	8/24/2015	Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for stratgies used in the CIS training.	6/1/2016 biweekly
G1.B2.S1.MA2	DBQ Walk throughs	Umholtz, Sarah	8/24/2015	Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for stratgies used in the DBQ training.	6/1/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If the focus of instruction deliver and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams.

G1.B1 Anti- Social Behaviors

G1.B1.S1 The staff will be train on Positive Behavior Support thru University of South Florida. The training will consist of ways to help student with behavior problems and ways to deal with the problems in a positive manner.

PD Opportunity 1

PBS Training

Facilitator

Dama Abshier/ University of South Florida Trainer

Participants

All of Alternative Programs, SRMI, PACE, and Catapult

Schedule

Monthly, from 8/24/2015 to 6/1/2016

G1.B2 Students enter the program with reading and/or language deficiencies (phonic, fluency, and speak of other languages, comprehension, and vocabulary).

G1.B2.S1 Diagnose reading deficiencies of level 1 and level 2 students or those scoring 2 or more levels below their current grade level as measured by entry assessments. Small group instruction in intensive reading classes complemented by student's use of computer-based reading programs to focus on areas of individual need.

PD Opportunity 1

CIS Training

Facilitator

Casey Busha

Participants

Intensive reading teacher with alternative programs

Schedule

On 6/1/2016

PD Opportunity 2

DBQ Training

Facilitator

Erin Howe

Participants

Social Studies teacher with alternative programs

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	PBS Training					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide			\$500.00	
			Notes: Notes				
2	G1.B2.S1.A1	CIS Training					\$0.00
3	G1.B2.S1.A2	DBQ Training					\$0.00
Total:							\$500.00