

Jackson County School Board

Jackson Alternative School

effective leadership strategies resources assessment needs
ambitious instruction supportive environment school improvement building relationships increased achievement
8-Step problem solving step zero family and community involvement public and mission vision
students strategic goals college and career



2015-16 School Improvement Plan

Jackson Alternative School

2701 TECHNOLOGY CIR, Marianna, FL 32448

<http://jas.jcsb.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	88%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Jackson County School Board on 10/20/2015.

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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Jackson - 0212 - Jackson Alternative School - 2015-16 SIP
Jackson Alternative School

Jackson - 0212 - Jackson Alternative School - 2015-16 SIP
Jackson Alternative School

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide the resources to help each student develop to his or her maximum potential and to become as productive and independent as possible at home, in the community, and/or during post-secondary education/employment.

Provide the school's vision statement

Our faculty and staff should ...
...be involved in decision-making.
...be recognized, encouraged, and supported for their efforts.
...make full use of instructional time.
...utilize activities which stimulate high order thinking.
...possess a strong desire to be the best they can be.
...work together in a cooperative manner.
...be interested in the health and welfare of the students.
...be role models for the students.
...display initiative and operate professionally.
...display a positive attitude toward students and learning.

School Environment

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

Each student participates in an intake staffing meeting with the student's educational team which consists of the student, parents, the guidance counselor, an administrator or guidance counselor from the sending school, an administrator from Jackson Alternative, the prospective teacher and a representative from the ESE department as appropriate. Teachers meet with parents during Open House prior to the beginning of the school year. Phone conferences are conducted when parents are unable to attend meetings on campus. Parents are encouraged to visit the school, volunteer in classrooms, and have lunch with their child. As an alternative school, our situation is unique to the needs of our student population which focuses on parental contact and involvement. During the initial student staffing interview, the best method of contact is established and then continual updating of contact information along with the Title 1 survey is monitored to ensure that parents are involved in meetings concerning the education and welfare of their child while at Jackson Alternative School (JAS).

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

Because a lot of our students lack effective social skills and have had negative experiences with authority figures, mutual respect and safety are of utmost importance at JAS. Administration has an open door policy for students to express concerns regarding their care, treatment, and instruction. Students are aware that teachers will email any requests for conferences with administrative staff. When possible, administration meets with students during the same day requests are made. The staff to student ratios at JAS allow for more personal interactions between staff and students to encourage a feeling of risk free communication. Students are informed routinely of rules and procedures regarding emergencies and dangerous situations. Students are aware that staff are

trained in Handle With Care procedures to protect them from harming themselves or others. Handle with Care is a program which trains staff to identify emotional steps a student goes through which leads to out-of-control behavior in order to more effectively help students to remain calm and maintain self-control as well as to train staff to protect themselves and students during incidents involving physically aggressive student behavior. Students are also given information regarding bullying and are encouraged to report incidents to staff, administration, or the school resource officer.

Staff are also provided the following training: "Best Practices in Managing Student Behavior", "Diffusing Anger and Aggression", and "Managing Non-Compliance".

Additionally, the SAC committee and administration is dedicated to developing and scheduling more activities during and after school hours to include parent involvement so that a more positive relationship can be cultivated with the families of students.

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 structure of both programs leads to a very low staff to student Ratio. The typical ratio of staff to students is 2:15 in ACE classrooms and 1:3 in CACL. This lower staff to student Ratio naturally leads to more interaction between students and staff and more personalized involvement between staff and students. One teacher and one paraprofessional are assigned to each ACE classroom and one teacher and two paraprofessionals to each CACL classroom. Staff members are also versed in the "Level" and "Token" systems used in each Program. Each staff member, is also certified in "Handle with Care" and "The Emergency Response Team" Procedures used to recognize, defuse, and effectively divert possible out of control behavior. The ratios are stated in the Policies and Procedures of JAS.

Student handbooks clearly define behavioral expectations and are provided to students at the beginning of the school year or during the intake staffing. These expectations are reviewed by teachers with all students in their homerooms at the beginning of the school year and each time a new student is enrolled.

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

THE PROGRAM'S EMPHASIS IS ON TEACHING APPROPRIATE SOCIAL BEHAVIOR RATHER THAN PUNISHING INAPPROPRIATE BEHAVIOR. Pro-social skills are taught by use of a scientifically based affective curriculum and may include:

1. Videotaped role playing and discussion of how to act in particular situations;
2. Video and audiotape of inappropriate behavior, with individual review and discussion of why the behaviors were inappropriate, and discussion of what behavioral alternatives would have been better;
3. Providing clear descriptions and role playing by staff, if necessary, of what is defined as appropriate behavior;
4. Both reward for acceptable behaviors by praise and tokens and punishment for unacceptable behavior by not earning points to teach discrimination in behavioral alternatives; or
5. Serious behaviors may be reviewed through the Documentation and Debriefing process and Life-Space Interview.

A counselor from Life Management, a local mental health agency, serves many students at the school and collaborates with staff to better coordinate services for students. Additionally, the school employs an onsite mental health counselor who serves all students but focuses on at-risk students who do not otherwise receive mental health support.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- High School Student with a GPA less than 2.0
- One or more absence in the first 20 days of school
- Students who receive two or more behavior referrals
- Students who receive one or more behavior referral that results in a suspension, whether in school or out of school.

Student focus is triggered by review of grades, attendance, and discipline referrals.

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
	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	6	3	10	16	5	0	1	41	
One or more suspensions	0	1	1	0	5	7	6	15	4	3	3	45	
Course failure in ELA or Math	0	1	0	0	7	4	13	15	7	1	1	49	
Level 1 on statewide assessment	0	0	1	1	1	11	9	9	4	0	1	37	
HS student with GPA less than 2.0	0	0	0	0	0	0	0	1	9	2	0	12	
One or more absence in first 20 days	1	2	4	3	2	6	8	10	8	5	0	49	
Two or more behavior referrals	0	0	0	0	0	2	4	1	3	0	1	11	

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

Indicator	Grade Level											Total
	3	4	5	6	7	8	9	10	11			
Students exhibiting two or more indicators	1	1	1	1	8	6	7	9	2			36

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

Parents receive written documentation of student behavior (weekly in ACE and daily in CACL) to keep them informed of student discipline. Students who have not received passing scores on statewide assessments receive remediation (i.e. intensive reading instruction, tutoring and technology based math remediation. counselor from Life Management, a local mental health agency, serves many students at the school and collaborates with staff to better coordinate services for students.) Additionally, the school employs an onsite mental health counselor who serves all students but focuses on at-risk students who do not otherwise receive mental health support. Students who have committed zero tolerance infractions (drug & alcohol) attend Substance Abuse classes through Larry Kirkland, Inc. The school's discipline program incorporates a requirement that students maintain a GPA of 2.0 or better to successfully complete the "Level System." Programs at JAS are designed to provide the supports to assist students with replacing and decreasing the behaviors which negatively impact their academic success.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208553>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

We attempt to maximize parental involvement and participation in their child's education by arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

The Ben Carson Scholarship Foundation and, local church organizations are involved in the maintenance of literacy programs at the school. The "Back-Pack" program provides weekend food packages for students who are identified as needing assistance. Career Talks/Presentations are also encouraged and solicited.

Although our school currently does not have a lot of community involvement, we are continuously seeking out opportunities to involve the community in projects and/or events sponsored by the school. We currently have a relationship with Kindell Lanes which provides students to earn a monthly field trip to go bowling.

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
Suggs, Rex	Principal
Bowman, Brian	Teacher, K-12
McDonald, Ashley	Teacher, K-12
Wilson, Liz	Teacher, K-12
Yates, Tammy	Teacher, K-12

Duties

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

Specific SST Roles/functions (one person may share more than one role)

- Instruction Leader - (Administrator) – Ensures fidelity of the process, sets regularly scheduled time for SST to convene, makes decisions on how T2-T3 services will be delivered.
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets meeting times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings.
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing, and interpreting data.
- Staff Liaison – Key communicator with staff establishes procedures to gain staff input and collaboration with other school initiatives.
- Content Specialist- Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed.
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, and informs team when time is running short.
- Behavior Specialist- Assists in identifying function of problem behaviors and developing Behavior Intervention Plans collaborates and provides training as needed.
- Teacher – of the student whose needs are being addressed.
- Parent/Guardian – of the student whose needs are being addressed.
- Speech/Language Pathologist – as needed- assists in developing interventions for speech/language concerns-provides training as needed to interventionists.

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weakness in academic/behavioral domains, initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

Most students have already been processed through RTI before enrolling in Jackson AlternativeSchool. A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2) and those needing more intensive/individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problems solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Title I, Part A - Services are provided to ensure students receiving additional remediation are assisted through services such as after-school programs. The district coordinates with

Title II, Title VI, and School Improvement Initiative to ensure staff development needs are provided

Title I, Part C- Migrant - Migrant Liaison provides services and support to students and parents.

Contact is maintained with Maria Pouncey, Migrant Program Coordinator.

Established collaboration includes but is no limited to: a) supplemental educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to students on a regular basis during the school year. All other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance in order to offer health education and assistance to meet

social service needs. In-home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading comprehension, language expression, and writing.

Title I, Part D - Supplemental support is provided for our Teen Parenting Program with the addition of a computer lab and supports Level 1 and Level II middle/high school students with access to after-school tutoring.

Title II - To improve and increase teacher knowledge of academic subjects and enable teachers to become highly qualified.

Give teachers and principals the knowledge and skills to help students meet challenging state academic standards.

Improve classroom management skills by:

Making sure that in-services or trainings are sustained, intensive and classroom-focused and are not one-day or short-term workshops.

Funds were also used to provide supplemental professional development activities during the summer that assisted teachers and staff with understanding how to use technological tools with their academic subjects.

Title III

Title X- Homeless - Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI) - Funds are provided to enrich the remediation opportunities for students.

Violence Prevention Programs - The district promotes a safe drug free environment at all schools.

Random drug testing for students who are involved in extra-curricular activities.

Nutrition Programs - Our district supports the Jackson County Wellness Policy

Housing Programs

Head Start - The school district of Jackson County provides early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK, and Exceptional Student Education.

Early Head Start serves children from birth to 3 years old who meet eligibility requirements mandated by federal regulations. Early Head Start in Jackson county grants priority and ensures services to children of mothers who participate in the district's Teenage Parenting Program. The Jackson Cottony School District prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK, and Exceptional Student Education programs at six different sites. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally appropriate environment for three and four year-old children. These programs share staff implement a common curriculum and follow the same daily schedule of activities both indoors and outdoors within their individual school sites. Comprehensive health and family services are provided to all families, although only required for Head Start. This collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.

Adult Education - Adult Education offers programs in: Adult Basic Education, High School Credit Completion and GED (General Educational Development) Study.

Career and Technical Education - Career and Technical Education programs integrate essential skills in an applied setting, thus strengthening and supporting a rigorous and relevant curriculum. Jackson County School District further utilizes form JC-346 (Vocational Component of an ESE student's IEP) to coordinate teaching methods between the individual school's ESE department and the Career and Technical Education departments.

Job Training

Other

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brian Bowman	Teacher
Tammy Yates	Teacher
Lizabeth Wilson	Teacher
Ashley McDonald	Teacher
Felecia Dorchuck	Business/Community
Rusty Holmes	Business/Community
Kami Fannin	Education Support Employee
Rex Suggs	Principal
Angela Commander	Parent
Heidi Stout	Parent
Terrosity Knapp	Parent
Patricia Stuart	Parent
Emma Gilbert	Parent
Howard Rivera	Parent
Mary Johnson	Parent
Grady Gambill	Parent
Melissa Gordon	Parent
Tia Rivera	Student
Hannah Cutchin	Student
Jorrian Weshley	Student
Ty'shonna Johnson	Student
Kaylan Jones	Student
Kayla Utter	Education Support Employee

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

Members of the SAC met on 10/28/15 to review data and draft goals for the school improvement plan.

Development of this school improvement plan

The School-Based Leadership Team collaborated on multiple occasions between 9/28/15 and 10/2/15 to compile and draft goals for the 2015-16 School Improvement Plan. Information was discussed at the SAC meeting on 10/28/15.

Preparation of the school's annual budget and plan

Figures are populated from the SIP Goals.

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

No

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

Due to the nature of our small school, parental involvement has been a struggle in the past; there was only one parent on the SAC last year. This year, nine parents volunteered to serve. The demographics (race/income) are not reflective of the student population. We will welcome any parent to membership on the SAC. One school employee was removed from membership in order to help the percentages.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Addison, Cathi	Instructional Coach
Bondurant, Pam	Teacher, K-12
Suggs, Rex	Principal

Duties

Describe how the LLT promotes literacy within the school

The instructional coach provides coaching to teachers in reading strategies while the intensive reading teaching provides remediation to low level readers. Collaboration with the instructional coach occurs on an as-needed/as-requested basis while low-level readers attend intensive reading instruction daily.

Teachers are encouraged to incorporate close reading in all content areas. Several teachers at JAS have participated in a majority of CAR-PD, and one has completed the program. Many teachers are at various stages in the "Reading Endorsement" process.

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

Due to the smaller staff number at JAS, teachers develop close working relationships which make them comfortable engaging in collaborative and professional discussion. Both ACE and CACL programs serve the Middle School and High School levels which results in multiple teachers having overlapping content. Hence, lesson plans, as well as resources, are shared among teachers. Together, these teachers monitor adherence to district adopted curriculum and pacing guides and share ideas for content enrichment. In addition, the size of JAS allows routine or daily contact among teachers, support staff and administration. Likewise, the size of the student body allows for all staff to be familiar with every student in the school. Teachers work closely with each other to monitor and address individualized student behavior and support needs.

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

Recruit - The Jackson County School Board is in constant collaboration with instructors and administration from Chipola College to recruit recent graduate students majoring in Education. Jackson County also is in partnership with the Panhandle Area Educational Consortium, which advises and notifies through the online website of job availability in the Jackson County area. The principal is the primary recruiter for the school.

Retain -

1. Newly hired teachers are provided Mentor Teachers and district support counsel through the "Beginning Teacher Program".
2. Professional development opportunities are provided by local, state, and federal funding sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge.
3. Provide resources such as tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc., for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certifications for veteran teachers.
4. Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using Marzano Frameworks.

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

Currently, we do not have any beginning teachers at Jackson Alternative School. When we do have beginning teachers, we provide the beginning teacher with an experienced teacher with relative current teaching assignments. The teachers new to the profession are assigned a mentor teacher who works with them on classroom observations, checklist designated by the district, assistance in lesson planning, coaching, and general support. They work together planning IEP's (when applicable), curriculum, differentiated instruction, and learning strategies for CACL (ESE) and ACE students. All new teachers participate in the Jackson County New Teacher program through the district office.

Additionally, a Marzano Mentor Teacher has been identified and trained to serve as a support person to teachers with the intent of improving scores on deliberate practices identified in the evaluation process.

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 staff members at JAS are dedicated to making a difference in the lives of our students. Although a majority of our students are struggling learners, they are held to high expectations and challenged to succeed academically. The JAS faculty members collaborate to improve instruction and provide professional support to each other. Faculty members routinely participate in professional development opportunities to bring more research-based instructional strategies and Content Area Reading into their classrooms and to share ideas with other faculty. Faculty members routinely attend district and regional workshops in various content areas with focus on Math, Language Arts, technology integration and strategies aligned to the recently adopted Florida Standards. Additionally, implementation of Digital Jackson promotes the inclusion of collaborative and instructional activities at higher levels of complexity using peer reviewed lessons from the standards aligned lesson bank within CPalms as well as from other sources.

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

The school maintains data on student achievement and school performance. Documentation of learning goals and alignment of instruction to state standards is essential. Student academic growth is measured over time through FAIM and STAR assessments in addition to ongoing formative and summative assessment by individual teachers. Students with Individual Education Plans are provided with documented accommodations in all subjects as needed. With a staff to student ratio of 1:3 (CACL) or 2:15 (ACE) depending on the program, students are given more individualized instruction. Teachers use technology to include but not limited to Think Through Math, Lexia, Accelerated Reader, MobyMax, LearnBop, in order to collect ongoing formative data and differentiate instruction. Teachers are also incorporating more hands-on activities and projects. Additional strategies incorporated to increase student achievement are Khan Academy, ArtRage, CoolMath, Kahoot, and Quizlet to name a few. The Digital Jackson initiative has provided tablets to all K-8 students which provides more opportunities for students to access these programs. Additionally, teachers seek out resources, lessons, and enrichment activities directly aligned to Florida Standards in the CPalms database.

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: Before School Program

Minutes added to school year: 0

A large percent of the school population arrives 30 minutes or more prior to the start of the school day. Students utilize technology based remediation software until the start of the school day in the areas of Reading and Math. Programs used include but are not limited to Lexia, Accelerated Reader, Think Through Math, Algebra Nation, MobyMax, Start to Finish Books, and LearnBop.

Strategy Rationale

The remedial software used is research proven to increase student success on standardized testing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Suggs, Rex, rex.suggs@jcsb.org

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

The listed programs provide data regarding student knowledge aligned to skills and/or Florida standards. Teachers are able to utilize the data provided by these programs to offer remediation on specific skill deficits. STAR testing and FAIM provide interim progress data to measure student progress and determine any needs for differentiation and or additional individualized support.

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

In the Short Term Alternative (STA) program, staff monitor and check for work completion. Upon completion of a student's stay, he/she composes an essay which outlines the offense which resulted in being sent to the program and how the situation could have been handled better. On the last day, the principal meets with the student for an exit interview during which time they discuss why the student came, the effort put forth by the student while here, how he/she was treated by staff while here, and how he/she will do better upon returning to the home school.

Students in the CACL program earn their way through a level program by demonstrating good behavior. Upon completion of the program, an exit staffing is held and transitional information is shared with home school administration and teachers. JAS and home school teachers maintain a collaborative partnership to ensure the student's success upon return whereby home school teachers have an open line of communication with the sending JAS teacher.

Students in the ACE program also earn their way through a similar level system designed to encourage good behavior and academic success. Upon reaching Level 4, the student and teacher develop a contract which includes components to address the behavior which resulted in the student's enrollment in ACE and to maintain a least a 2.0 GPA in order to complete the program and return to the home school. Upon completion of the program, an exit staffing is held to discuss support strategies to ensure the student's success upon return to the home school. The student and home school principal develop a contract which gives the student ownership for maintaining behavior that will promote successful integration back into the home school.

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

JAS provides career planning classes where students research career options and interests. The students are then given assistance in choosing what courses they need to take for graduation requirements or post-secondary school requirements for their interest. Teachers incorporate job skills and interviewing skills into academic lessons. Also, JAS may offer elective courses based on student interest and academic motivation. Additionally, all ESE students complete the "0-Net" and AIR Inventories to identify career related strengths and interests.

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

JAS offers students classes that integrate curriculum such as, Reading for College Success 1008350, Writing for College Success 1009370, Eng 4: Fla College Prep 1001405, Math for College Success 1200410, Math for College Readiness 1200700, Integrated Math, and Integrated Science. Additionally, JAS has a vocation program to help students complete academic requirements while learning workplace skills and behavior. The program includes a culinary component operating a kitchen which provides a menu to school staff for sale and has recently added a greenhouse to the garden which is cultivated and harvested for sale. Additionally, they have a car washing business and provide custodial services. Profits are filtered back into the program.

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

Due to the nature of our special center school, AP or Honors courses and dual enrollment opportunities are not available. Jackson Alternative School does provide all courses required for standard diploma and has begun to increase offered courses to include computer education. Teachers also include projects within content areas requiring the use of various software programs such as PowerPoint, Word, Excel, and Publisher. The move toward digital curriculum provides more

opportunities for technology integration. The implementation of Digital Jackson will provide further opportunities to explore career and technical related content.

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

Teachers collaborate to achieve rigor and relevance in their lesson plans. JAS offers Math for College Readiness and Intensive Reading to increase student academic achievement. Students are also encouraged to take the ACT and PERT tests. Other courses offered to students to assist in postsecondary readiness are Research, Critical Thinking, Computers for Careers, Leadership Skills Development, Spanish and Speech. Content Area Reading strategies are incorporated in lessons to include analysis and inference strategies to assist students in learning how to interpret and apply content to real world situations.

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:

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.

Jackson Alternative School houses four programs, ACE, CACL (including Vocational), Credit Recovery and the Short Term Alternative program. There is a large at-risk population at JAS. Outside of mandated meetings, many parents are not actively involved in their child's education. Jackson Alternative School strives to address the behavioral challenges which inhibit student academic success while fostering family involvement in each child's education.

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.** School climate will improve to reflect mutual respect between faculty, students, and parents.
- G2.** Teachers will become proficient in utilizing research-based and rigorous instructional strategies to improve student engagement and learning.
- G3.** Students will make learning gains in the core subjects at their grade levels.

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. School climate will improve to reflect mutual respect between faculty, students, and parents. 1a

Targets Supported 1b

G075133

Indicator	Annual Target
2+ Behavior Referrals	10.0
1+ Absences First 20 Days - Grade 09	10.0
Attendance Below 90%	10.0
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- Handle With Care training for all teachers and paraprofessionals.
- Aggression Replacement Training program is taught to all middle and high school ESE students in the classroom by the teacher.
- Second Step social skills program is taught to all elementary school ESE students in the classroom by the teacher.

Targeted Barriers to Achieving the Goal 3

- Discipline referrals and behavioral data of students is indicative that many of our students have probably had previous negative experiences with authority figures.
- Discipline referrals and behavioral data of students is indicative that many of our students lack positive social skills training.
- Parent participation in school wide events is indicative that many parents of our students are uninvolved in their child's education.

Plan to Monitor Progress Toward G1. 8

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible

Rex Suggs

Schedule

Semiannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Point Sheets, Time-out Logs, Discipline Referrals, Physical Restraint paperwork, Incident Reports

G2. Teachers will become proficient in utilizing research-based and rigorous instructional strategies to improve student engagement and learning. 1a

Targets Supported 1b

 G075134

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0
AMO Math - All Students	45.0
GPA below 2.0 - H.S.	25.0
AMO Reading - All Students	50.0
4-Year Grad Rate (Standard Diploma)	25.0
Dropout Rate	10.0

Resources Available to Support the Goal 2

- FOCUS
- Think Through Math
- Algebra Nation
- Lexia
- Accelerated Reader
- MobyMax
- FAIR
- iObservation
- District Technology Coordinator
- Marzano Mentor Teacher
- Edgenuity
- A+ Learning
- ThinkCentral

Targeted Barriers to Achieving the Goal 3

- Difficulty in accessing testing data from different sources'
- Multi-grade/ multi-prep classes makes it difficult to systematically utilize research-based data.
- Lack of resources and professional development geared toward teaching multiple grades and subjects simultaneously.

Plan to Monitor Progress Toward G2. 8

Teachers will receive a formal end-of-year evaluation.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

iObservation: completed Annual Evaluation

G3. Students will make learning gains in the core subjects at their grade levels. 1a

 G075135

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	50.0

Resources Available to Support the Goal 2

- FOCUS
- iObservation
- Handle With Care
- FAIR
- Think Through Math
- Algebra Nation
- Lexia
- MobyMax
- Accelerated Reader
- Start to Finish Books
- ThinkCentral

Targeted Barriers to Achieving the Goal 3

- Due to the nature of our school, there tends to be a higher frequency of disruptive behavior which negatively impacts learning.
- Attendance records indicate that many students have poor attendance which in turn has a negative impact on learning.
- Teachers are responsible to teach multiple subject areas simultaneously which makes it difficult to provide the same amount of focused instruction as periods dedicated to a single course.

Plan to Monitor Progress Toward G3. 8

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible

Rex Suggs

Schedule

Semiannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Point Sheets, Time-out Logs, Discipline Referrals, Physical Restraint paperwork, Incident Reports

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. School climate will improve to reflect mutual respect between faculty, students, and parents. **1**

 **G075133**

G1.B1 Discipline referrals and behavioral data of students is indicative that many of our students have probably had previous negative experiences with authority figures. **2**

 **B196184**

G1.B1.S1 All teachers, paraprofessionals, and administrators are trained in Handle With Care. **4**

 **S207910**

Strategy Rationale

Handle with Care is a leader in crisis intervention and behavior management training services. The Handle With Care program is designed to help schools and organizations create and maintain safer, more caring environments by teaching preventative actions that result in a decreased need for physical restraint.

Action Step 1 **5**

Handle With Care training for all teachers and paraprofessionals which includes deescalation techniques to assist students to maintain/regain self-control and personal restraint techniques to protect students and staff from harm.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

PAEC inservice points on participant's transcript; copy of certificate provided by HWC Instructor

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

All teachers and paraprofessionals will be certified to use Handle With Care.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

Inservice points awarded on PAEC transcript; copy of HWC certificate

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

Reduction in the number of physical restraints

Person Responsible

Rex Suggs

Schedule

Monthly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Monthly compilation of Physical Restraint Data.

G1.B2 Discipline referrals and behavioral data of students is indicative that many of our students lack positive social skills training. 2

 B196185

G1.B2.S1 Aggression Replacement Training (ART) program is taught to all middle and high school ESE students in the classroom. 4

 S207911

Strategy Rationale

ART is a research-based, proven-effective approach for working with challenging youth.

Action Step 1 5

Aggression Replacement Training is taught to all 6-12 ESE students in the classroom by the teacher.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

ART lessons documented on lesson plans - to be monitored at least one time annually.

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

ART program will be taught in all 6-12 ESE classrooms by the classroom teacher.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

ART lessons documented on lesson plans - to be monitored at least one time annually.

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

Reduction in the number of physical restraints

Person Responsible

Rex Suggs

Schedule

Monthly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Monthly compilation of physical restraint data

G1.B2.S2 Second Step social skills program is taught to all elementary ESE students in the classroom.

4

 S207912

Strategy Rationale

Second Step is a research-based social skills program that has been proven-effective with elementary grade children.

Action Step 1 5

Second Step social skills program is taught to all K-5 ESE students in the classroom by the teacher.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

Second Step lessons documented on lesson plans - to be monitored at least one time annually

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Second Step program will be taught in all K-5 ESE classrooms by the teacher.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

Second Step lessons documented on lesson plans - to be monitored at least one time annually

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Reduction in the number of physical restraints

Person Responsible

Rex Suggs

Schedule

Monthly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Monthly compilation of Physical Restraint Data.

G1.B3 Parent participation in school wide events is indicative that many parents of our students are unininvolved in their child's education. 2

 B196186

G1.B3.S1 Parents participate in the initial intake staffing of all students where expectations and program requirements are discussed. We provide flexible scheduling for parent conferences and have an open-door policy which invites parents to eat lunch with their child and observe classroom instruction if they wish after signing in and obtaining a Visitor's Pass. 4

 S207913

Strategy Rationale

To develop and maintain a positive and ongoing relationship with families as well as an understanding of the program.

Action Step 1 5

Parents participate in Intake Staffing.

Person Responsible

Jenny Bryan

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

Staffing Reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Parents will participate in Intake Staffing.

Person Responsible

Jenny Bryan

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

Parent signature on Staffing Report

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Signed documents are filed in the student record.

Person Responsible

Jenny Bryan

Schedule

On 5/27/2016

Evidence of Completion

Documentation in Student Record

G1.B3.S2 Parents are invited to participate in Open House at the beginning of school as well as Family Nights and other events throughout the school year. These events may include but are not limited to Literacy, History, and Math/Science Fairs. 4



Strategy Rationale

To develop parental interest and involvement in the school.

Action Step 1 5

Schedule events that invite parents to participate in school activities.

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Schedule of events and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Ensure that parent-involvement events are implemented.

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Sign-in Sheets, Visitor Logs, SAC Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Parents will attend the events, thus showing more active participation in their child's education.

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Sign-in Sheets, Visitor Logs, SAC Meeting Minutes, Press Release

G1.B3.S3 Daily/Weekly point sheets, daily contact when students are absent, quarterly newsletters, announcements on school website. 4



Strategy Rationale

To provide ongoing communication with parents regarding their child's behavior and academics as well as school and district events and news.

Action Step 1 5

School faculty and administration will maintain ongoing contact with parents regarding student behavior and achievement.

Person Responsible

Rex Suggs

Schedule

Daily, from 8/3/2015 to 5/27/2016

Evidence of Completion

Point Sheets, Progress/Report Cards, Phone Contact Log, Newsletters, School Website

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Teachers will forward paperwork and documentation to parents, and phone contact will be made as needed.

Person Responsible

Rex Suggs

Schedule

Daily, from 8/3/2015 to 5/27/2016

Evidence of Completion

Point Sheets, Progress/Report Cards, Phone Contact Log, Newsletters, School Website

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Parent involvement will increase.

Person Responsible

Rex Suggs

Schedule

On 5/27/2016

Evidence of Completion

Phone logs, signatures on Point Sheets and Progress/Report Cards, Phone Log, Visitor Log

G2. Teachers will become proficient in utilizing research-based and rigorous instructional strategies to improve student engagement and learning. 1

G075134

G2.B1 Difficulty in accessing testing data from different sources' 2

B196187

G2.B1.S1 FOCUS online grade book 4

S207916

Strategy Rationale

Student data/history is accessible within a single source.

Action Step 1 5

Teachers receive training in accessing testing data.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community Log/Sign-in Sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will request further assistance from technology specialist as needed.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Help Desk Requests

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will use FOCUS as a tool for recording and accessing student grades and scores.

Person Responsible

Rex Suggs

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Report Cards

G2.B1.S2 Provide professional development for all of the different data sources (i.e. Think Through Math, Algebra Nation, Lexia, MobyMax, Accelerated Reader, etc.). 4



Strategy Rationale

Teachers will become more proficient and comfortable using available technology.

Action Step 1 5

Ongoing professional development/training and technical assistance in technology based software and tablet use as part of the Digital Jackson initiative.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community Logs/Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

A Help Desk request will be submitted when teachers need training in new software or teachers will be notified of new software and training dates.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Help Desk Requests, Sign-in Sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teachers will routinely use technology based software for differentiated instruction, administering assessments, accessing student data, and providing remediation.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, Observation Logs, Annual Evaluation

G2.B2 Multi-grade/ multi-prep classes makes it difficult to systematically utilize research-based data. 2

 B196188

G2.B2.S1 Teachers will collaborate to share ideas and strategies. 4

 S207918

Strategy Rationale

Teachers will work as a team to interpret standards, align instruction, and find resources. Teachers can learn/borrow/steal instructional strategies from each other. Teachers can share C-Maps, pacing guides, and lesson plans.

Action Step 1 5

Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community Logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Professional Learning Community Logs will be reviewed annually to ensure that teachers collaborate.

Person Responsible

Brian Bowman

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community Logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will use research based instructional strategies to improve student engagement and learning.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Observation Logs, Annual Evaluations

G2.B2.S2 Professional Development opportunities will be provided for subject areas that are being taught. 4

 S207919

Strategy Rationale

Teachers can become more proficient in their content areas and stay up-to-date with new developments their field.

Action Step 1 5

Teachers will work toward certification in out-of-field subject areas.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Transcripts, Score Reports

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Teachers will enroll in courses or take FTCE Exams toward becoming certified in out-of-field subject areas.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Certificates, Score Reports, ePDC

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Teachers will provide evidence of working toward certification in out-of-field subject areas.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Transcripts, Score Reports, Copy of Certification

G2.B3 Lack of resources and professional development geared toward teaching multiple grades and subjects simultaneously. 2

B196189

G2.B3.S1 Teachers collaborate after professional development to share information and resources. 4

S207920

Strategy Rationale

To allow other teachers to learn the information and incorporate in their own instruction as appropriate.

Action Step 1 5

Teachers will collaborate after professional development to share information and resources.

Person Responsible

Rex Suggs

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community Logs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Professional Learning Community Logs will be reviewed annually to ensure that teachers collaborate following professional development.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community Logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers will use research-based instructional strategies to improve student engagement and learning.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Observation Logs, Annual Evaluations

G2.B3.S2 Professional development opportunities will be provided that involve preparing for and teaching multiple grades/ subjects simultaneously. 4



Strategy Rationale

Teachers struggle with teaching multiple subjects and grade levels simultaneously during shortened periods and school days while also providing differentiated instruction.

Action Step 1 5

Teachers will attend workshops relevant to their content and grade levels.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Sign-in Logs, ePDC, Certificates

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Teachers will submit evidence to school administration.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Training Logs, Sign-In Sheets, ePDC

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Student achievement will increase.

Person Responsible

Rex Suggs

Schedule

On 5/27/2016

Evidence of Completion

Standardized Annual and Interim Testing Data

G2.B3.S3 Marzano Mentor Teacher 4



Strategy Rationale

To assist teachers with improving instruction by providing assistance with implementing the deliberate practices included in the Marzano evaluation system.

Action Step 1 5

A Marzano Mentor Teacher will be provided onsite.

Person Responsible

Brian Bowman

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Email, Time Sheet, Professional Learning Community Logs

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Teachers will request support as needed to improve scores on their deliberate practices identified in iObservation.

Person Responsible

Brian Bowman

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Email, Professional Learning Community Logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Scores in deliberate practices will improve.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Observation Logs, Annual Evaluation

G3. Students will make learning gains in the core subjects at their grade levels. 1

 G075135

G3.B1 Due to the nature of our school, there tends to be a higher frequency of disruptive behavior which negatively impacts learning. 2

 B196190

G3.B1.S1 Students are given intensive instruction in core subjects. 4

 S207923

Strategy Rationale

A smaller student population allows for more individual and small group instruction. Many students have scored in the lower percentiles reflected in standardized testing. Behavioral concerns can be less frequent in smaller and more intensive learning environments.

Action Step 1 5

Teachers will plan rigorous instruction.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans reflecting rigorous instruction - to be monitored at least once annually.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans should reflect rigorous instruction

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans reflecting rigorous instruction - to be monitored at least once annually.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible

Rex Suggs

Schedule

Semiannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Point Sheets, Time-out Logs, Discipline Referrals, Incident reports

G3.B1.S2 All students participate in a token economy system that rewards positive behavior. 4



Strategy Rationale

The token economy is part of the ACE and CACL programs to reward positive behavior.

Action Step 1 5

Students participate in token economy system that rewards positive behavior

Person Responsible

Liz Wilson

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Point Sheets, Enrollment in either CACL or ACE Program

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Weekly or daily point sheets (depending on program) will record student progress through the levels of the program

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Point Sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Students will be recognized via school-wide announcement when they earn participation in the Token Store.

Person Responsible

Rex Suggs

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Point Sheets, School-wide Announcement, Email from teacher to Mr. Suggs.

G3.B1.S3 All teachers, paraprofessionals, and administrators are trained in Handle With Care. 4



Strategy Rationale

Handle with Care is a leader in crisis intervention and behavior management training services. The Handle With Care program is designed to help schools and organizations create and maintain safer, more caring environments by teaching preventative actions that result in a decreased need for physical restraint.

Action Step 1 5

Handle With Care training for all teachers, paraprofessionals, and administrators

Person Responsible

Rex Suggs

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

PAEC inservice points on participant's transcript; copy of certificate provided by HWC Instructor

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

All teachers, paraprofessionals, and administrators will be certified to use Handle With Care

Person Responsible

Rex Suggs

Schedule

Annually, from 8/3/2015 to 5/27/2016

Evidence of Completion

Inservice points awarded on PAEC transcript; copy of HWC certificate

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Reduction in the number of physical restraints

Person Responsible

Rex Suggs

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Monthly compilation of Physical Restraint Data

G3.B2 Attendance records indicate that many students have poor attendance which in turn has a negative impact on learning. 2

 B196191

G3.B2.S1 Student absences are verified and there is a truancy referral system in place. 4

 S207926

Strategy Rationale

Between Grades 9-10, the percentages of students with attendance below 90% range from 28%-46% by grade level.

Action Step 1 5

Referral to truancy court for excessive absences

Person Responsible

Ron Mitchell

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Students who have more than 4 unexcused absences in a 9-week grading period will be referred to truancy court.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will take attendance daily to monitor student absences.

Person Responsible

Rex Suggs

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Attendance Records

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Reduction of excessive absences

Person Responsible

Rex Suggs

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Attendance; Reduction in the number of students referred to truancy court

G3.B2.S2 Attendance is tied to each program's level system. 4

 S207927

Strategy Rationale

The ACE and CACL programs are designed to require adherence to attendance guidelines in order to progress through the system.

Action Step 1 5

Students will only earn days toward completion of their programs when they are present.

Person Responsible

Rex Suggs

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Point Sheets awarding Good Days only for days students are present

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Students may not earn days toward completion of program for days they are absent.

Person Responsible

Rex Suggs

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Impact of Attendance on progression through levels is documented daily on Point Sheets.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Reduction of excessive student absences

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Truancy Data, Attendance Records

G3.B2.S3 Students are rewarded for perfect attendance. 4



Strategy Rationale

Positive rewards have a positive impact on positive behavior.

Action Step 1 5

Students will be rewarded for perfect attendance.

Person Responsible

Liz Wilson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Attendance, Press Release, Copy of Perfect Attendance Certificate

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Pictures and names of students with perfect attendance will appear in local media and the student will receive a certificate of perfect attendance.

Person Responsible

Liz Wilson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Copy of local papers that include pictures and/or names of students with Perfect Attendance, Copy of Perfect Attendance Certificate

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Increase in student attendance/ lack of referrals to truancy court

Person Responsible

Rex Suggs

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Attendance, Perfect Attendance Certificate, Truancy Referrals

G3.B3 Teachers are responsible to teach multiple subject areas simultaneously which makes it difficult to provide the same amount of focused instruction as periods dedicated to a single course. 2

 B196192

G3.B3.S1 Teachers collaborate across grade and subject areas. 4

 S207929

Strategy Rationale

In Grades 6-12, there are at least two teachers responsible for overlapping content and are able to share resources and strategize lesson planning.

Action Step 1 5

Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.

Person Responsible

Rex Suggs

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community log

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Professional Learning Community logs will be reviewed annually to ensure that teachers collaborate

Person Responsible

Rex Suggs

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC logs

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student achievement will increase.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/4/2015 to 5/27/2016

Evidence of Completion

Standardized Testing Data, FOCUS

G3.B3.S2 Teachers will plan cross-curricular lessons. 4



Strategy Rationale

Because each student remains with one teacher throughout most of the school day, there are more opportunities for incorporating cross-curricular instruction.

Action Step 1 5

Teachers will provide cross-curricular lessons when possible.

Person Responsible

Rex Suggs

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Lesson Plans will be reviewed for rigorous and cross-curricular planning.

Person Responsible

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, Email

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Student achievement will increase.

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Standardized Test Data, FOCUS

G3.B3.S3 Teachers will work with students in small groups of students based on common courses. 4



Strategy Rationale

Remedial computer programs and enrichment activities can be utilized for students who are not participating when the teacher is working with small groups.

Action Step 1 5

Teachers will work in small groups to instruct students

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans reflecting small group instruction

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Classroom Walk-through

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Improved student grades and test scores

Person Responsible

Rex Suggs

Schedule

Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion

report cards, FOCUS grades, standardized test data, interim assessment data

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	Handle With Care training for all teachers and paraprofessionals which includes deescalation techniques to assist students to maintain/regain self-control and personal restraint techniques to protect students and staff from harm.	Suggs, Rex	8/3/2015	PAEC inservice points on participant's transcript; copy of certificate provided by HWC Instructor	5/27/2016 annually
G1.B2.S1.A1	Aggression Replacement Training is taught to all 6-12 ESE students in the classroom by the teacher.	Suggs, Rex	8/3/2015	ART lessons documented on lesson plans - to be monitored at least one time annually.	5/27/2016 annually
G1.B2.S2.A1	Second Step social skills program is taught to all K-5 ESE students in the classroom by the teacher.	Suggs, Rex	8/3/2015	Second Step lessons documented on lesson plans - to be monitored at least one time annually	5/27/2016 annually
G1.B3.S1.A1	Parents participate in Intake Staffing.	Bryan, Jenny	8/3/2015	Staffing Reports	5/27/2016 annually
G1.B3.S2.A1	Schedule events that invite parents to participate in school activities.	Bowman, Brian	8/3/2015	Schedule of events and sign-in sheets	5/27/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.A1	School faculty and administration will maintain ongoing contact with parents regarding student behavior and achievement.	Suggs, Rex	8/3/2015	Point Sheets, Progress/Report Cards, Phone Contact Log, Newsletters, School Website	5/27/2016 daily
G2.B1.S1.A1	Teachers receive training in accessing testing data.	Suggs, Rex	8/10/2015	Professional Learning Community Log/ Sign-in Sheet	5/27/2016 annually
G2.B1.S2.A1	Ongoing professional development/training and technical assistance in technology based software and tablet use as part of the Digital Jackson initiative.	Suggs, Rex	8/10/2015	Professional Learning Community Logs/ Sign-in Sheets	5/27/2016 annually
G2.B2.S1.A1	Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.	Bowman, Brian	8/10/2015	Professional Learning Community Logs	5/27/2016 quarterly
G2.B2.S2.A1	Teachers will work toward certification in out-of-field subject areas.	Suggs, Rex	8/10/2015	Transcripts, Score Reports	5/27/2016 annually
G2.B3.S1.A1	Teachers will collaborate after professional development to share information and resources.	Suggs, Rex	8/10/2015	Professional Learning Community Logs	5/27/2016 quarterly
G2.B3.S2.A1	Teachers will attend workshops relevant to their content and grade levels.	Suggs, Rex	8/10/2015	Sign-in Logs, ePDC, Certificates	5/27/2016 annually
G2.B3.S3.A1	A Marzano Mentor Teacher will be provided onsite.	Bowman, Brian	8/10/2015	Email, Time Sheet, Professional Learning Community Logs	5/27/2016 annually
G3.B1.S1.A1	Teachers will plan rigorous instruction.	Suggs, Rex	8/10/2015	Lesson Plans reflecting rigorous instruction - to be monitored at least once annually.	5/27/2016 annually
G3.B1.S2.A1	Students participate in token economy system that rewards positive behavior	Wilson, Liz	8/10/2015	Point Sheets, Enrollment in either CACL or ACE Program	5/27/2016 annually
G3.B1.S3.A1	Handle With Care training for all teachers, paraprofessionals, and administrators	Suggs, Rex	8/3/2015	PAEC inservice points on participant's transcript; copy of certificate provided by HWC Instructor	5/27/2016 annually
G3.B2.S1.A1	Referral to truancy court for excessive absences	Mitchell, Ron	8/10/2015	Students who have more than 4 unexcused absences in a 9-week grading period will be referred to truancy court.	5/27/2016 quarterly
G3.B2.S2.A1	Students will only earn days toward completion of their programs when they are present.	Suggs, Rex	8/10/2015	Point Sheets awarding Good Days only for days students are present	5/27/2016 daily
G3.B2.S3.A1	Students will be rewarded for perfect attendance.	Wilson, Liz	8/10/2015	Attendance, Press Release, Copy of Perfect Attendance Certificate	5/27/2016 quarterly
G3.B3.S1.A1	Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.	Suggs, Rex	8/4/2014	Professional Learning Community log	5/29/2015 quarterly
G3.B3.S2.A1	Teachers will provide cross-curricular lessons when possible.	Suggs, Rex	8/10/2015	Lesson Plans	5/27/2016 weekly
G3.B3.S3.A1	Teachers will work in small groups to instruct students	Suggs, Rex	8/10/2015	Lesson Plans reflecting small group instruction	5/27/2016 annually
G1.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Suggs, Rex	8/10/2015	Point Sheets, Time-out Logs, Discipline Referrals, Physical Restraint paperwork, Incident Reports	5/27/2016 semiannually
G1.B1.S1.MA1	Reduction in the number of physical restraints	Suggs, Rex	8/3/2015	Monthly compilation of Physical Restraint Data.	5/27/2016 monthly
G1.B1.S1.MA1	All teachers and paraprofessionals will be certified to use Handle With Care.	Suggs, Rex	8/3/2015	Inservice points awarded on PAEC transcript; copy of HWC certificate	5/27/2016 annually
G1.B2.S1.MA1	Reduction in the number of physical restraints	Suggs, Rex	8/3/2015	Monthly compilation of physical restraint data	5/27/2016 monthly
G1.B2.S1.MA1	ART program will be taught in all 6-12 ESE classrooms by the classroom teacher.	Suggs, Rex	8/3/2015	ART lessons documented on lesson plans - to be monitored at least one time annually.	5/27/2016 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Signed documents are filed in the student record.	Bryan, Jenny	8/3/2015	Documentation in Student Record	5/27/2016 one-time
G1.B3.S1.MA1	Parents will participate in Intake Staffing.	Bryan, Jenny	8/3/2015	Parent signature on Staffing Report	5/27/2016 annually
G1.B2.S2.MA1	Reduction in the number of physical restraints	Suggs, Rex	8/3/2015	Monthly compilation of Physical Restraint Data.	5/27/2016 monthly
G1.B2.S2.MA1	Second Step program will be taught in all K-5 ESE classrooms by the teacher.	Suggs, Rex	8/3/2015	Second Step lessons documented on lesson plans - to be monitored at least one time annually	5/27/2016 annually
G1.B3.S2.MA1	Parents will attend the events, thus showing more active participation in their child's education.	Bowman, Brian	8/3/2015	Sign-in Sheets, Visitor Logs, SAC Meeting Minutes, Press Release	5/27/2016 quarterly
G1.B3.S2.MA1	Ensure that parent-involvement events are implemented.	Bowman, Brian	8/3/2015	Sign-in Sheets, Visitor Logs, SAC Meeting Minutes	5/27/2016 quarterly
G1.B3.S3.MA1	Parent involvement will increase.	Suggs, Rex	8/3/2015	Phone logs, signatures on Point Sheets and Progress/Report Cards, Phone Log, Visitor Log	5/27/2016 one-time
G1.B3.S3.MA1	Teachers will forward paperwork and documentation to parents, and phone contact will be made as needed.	Suggs, Rex	8/3/2015	Point Sheets, Progress/Report Cards, Phone Contact Log, Newsletters, School Website	5/27/2016 daily
G2.MA1	Teachers will receive a formal end-of-year evaluation.	Suggs, Rex	8/10/2015	iObservation: completed Annual Evaluation	5/27/2016 annually
G2.B1.S1.MA1	Teachers will use FOCUS as a tool for recording and accessing student grades and scores.	Suggs, Rex	8/10/2015	Report Cards	5/27/2016 quarterly
G2.B1.S1.MA1	Teachers will request further assistance from technology specialist as needed.	Suggs, Rex	8/10/2015	Help Desk Requests	5/27/2016 annually
G2.B2.S1.MA1	Teachers will use research based instructional strategies to improve student engagement and learning.	Suggs, Rex	8/10/2015	Observation Logs, Annual Evaluations	5/27/2016 annually
G2.B2.S1.MA1	Professional Learning Community Logs will be reviewed annually to ensure that teachers collaborate.	Bowman, Brian	8/10/2015	Professional Learning Community Logs	5/27/2016 annually
G2.B3.S1.MA1	Teachers will use research-based instructional strategies to improve student engagement and learning.	Suggs, Rex	8/10/2015	Observation Logs, Annual Evaluations	5/27/2016 annually
G2.B3.S1.MA1	Professional Learning Community Logs will be reviewed annually to ensure that teachers collaborate following professional development.	Suggs, Rex	8/10/2015	Professional Learning Community Logs	5/27/2016 annually
G2.B1.S2.MA1	Teachers will routinely use technology based software for differentiated instruction, administering assessments, accessing student data, and providing remediation.	Suggs, Rex	8/10/2015	Lesson Plans, Observation Logs, Annual Evaluation	5/27/2016 annually
G2.B1.S2.MA1	A Help Desk request will be submitted when teachers need training in new software or teachers will be notified of new software and training dates.	Suggs, Rex	8/10/2015	Help Desk Requests, Sign-in Sheets	5/27/2016 annually
G2.B2.S2.MA1	Teachers will provide evidence of working toward certification in out-of-field subject areas.	Suggs, Rex	8/10/2015	Transcripts, Score Reports, Copy of Certification	5/27/2016 annually
G2.B2.S2.MA1	Teachers will enroll in courses or take FTCE Exams toward becoming certified in out-of-field subject areas.	Suggs, Rex	8/10/2015	Certificates, Score Reports, ePDC	5/27/2016 annually
G2.B3.S2.MA1	Student achievement will increase.	Suggs, Rex	8/10/2015	Standardized Annual and Interim Testing Data	5/27/2016 one-time
G2.B3.S2.MA1	Teachers will submit evidence to school administration.	Suggs, Rex	8/10/2015	Training Logs, Sign-In Sheets, ePDC	5/27/2016 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S3.MA1	Scores in deliberate practices will improve.	Suggs, Rex	8/10/2015	Observation Logs, Annual Evaluation	5/27/2016 annually
G2.B3.S3.MA1	Teachers will request support as needed to improve scores on their deliberate practices identified in iObservation.	Bowman, Brian	8/10/2015	Email, Professional Learning Community Logs	5/27/2016 annually
G3.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Suggs, Rex	8/10/2015	Point Sheets, Time-out Logs, Discipline Referrals, Physical Restraint paperwork, Incident Reports	5/27/2016 semiannually
G3.B1.S1.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Suggs, Rex	8/10/2015	Point Sheets, Time-out Logs, Discipline Referrals, Incident reports	5/27/2016 semiannually
G3.B1.S1.MA1	Lesson plans should reflect rigorous instruction	Suggs, Rex	8/10/2015	Lesson Plans reflecting rigorous instruction - to be monitored at least once annually.	5/27/2016 annually
G3.B2.S1.MA1	Reduction of excessive absences	Suggs, Rex	8/10/2015	Attendance; Reduction in the number of students referred to truancy court	5/27/2016 quarterly
G3.B2.S1.MA1	Teachers will take attendance daily to monitor student absences.	Suggs, Rex	8/10/2015	Attendance Records	5/27/2016 quarterly
G3.B3.S1.MA1	Student achievement will increase.	Suggs, Rex	8/4/2015	Standardized Testing Data, FOCUS	5/27/2016 annually
G3.B3.S1.MA1	Professional Learning Community logs will be reviewed annually to ensure that teachers collaborate	Suggs, Rex	8/18/2014	PLC logs	5/29/2015 annually
G3.B1.S2.MA1	Students will be recognized via school-wide announcement when they earn participation in the Token Store.	Suggs, Rex	8/10/2015	Point Sheets, School-wide Announcement, Email from teacher to Mr. Suggs.	5/27/2016 monthly
G3.B1.S2.MA1	Weekly or daily point sheets (depending on program) will record student progress through the levels of the program	Suggs, Rex	8/10/2015	Point Sheets	5/27/2016 annually
G3.B2.S2.MA1	Reduction of excessive student absences	Suggs, Rex	8/10/2015	Truancy Data, Attendance Records	5/27/2016 annually
G3.B2.S2.MA1	Students may not earn days toward completion of program for days they are absent.	Suggs, Rex	8/10/2015	Impact of Attendance on progression through levels is documented daily on Point Sheets.	5/27/2016 daily
G3.B3.S2.MA1	Student achievement will increase.	Suggs, Rex	8/10/2015	Standardized Test Data, FOCUS	5/27/2016 annually
G3.B3.S2.MA1	Lesson Plans will be reviewed for rigorous and cross-curricular planning.		8/10/2015	Lesson Plans, Email	5/27/2016 weekly
G3.B1.S3.MA1	Reduction in the number of physical restraints	Suggs, Rex	8/10/2015	Monthly compilation of Physical Restraint Data	5/27/2016 monthly
G3.B1.S3.MA1	All teachers, paraprofessionals, and administrators will be certified to use Handle With Care	Suggs, Rex	8/3/2015	Inservice points awarded on PAEC transcript; copy of HWC certificate	5/27/2016 annually
G3.B2.S3.MA1	Increase in student attendance/ lack of referrals to truancy court	Suggs, Rex	8/10/2015	Attendance, Perfect Attendance Certificate, Truancy Referrals	5/27/2016 quarterly
G3.B2.S3.MA1	Pictures and names of students with perfect attendance will appear in local media and the student will receive a certificate of perfect attendance.	Wilson, Liz	8/10/2015	Copy of local papers that include pictures and/or names of students with Perfect Attendance, Copy of Perfect Attendance Certificate	5/27/2016 quarterly
G3.B3.S3.MA1	Improved student grades and test scores	Suggs, Rex	8/10/2015	report cards, FOCUS grades, standardized test data, interim assessment data	5/27/2016 annually
G3.B3.S3.MA1	Classroom Walk-through	Suggs, Rex	8/10/2015	iObservation data	5/27/2016 annually

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. School climate will improve to reflect mutual respect between faculty, students, and parents.

G1.B1 Discipline referrals and behavioral data of students is indicative that many of our students have probably had previous negative experiences with authority figures.

G1.B1.S1 All teachers, paraprofessionals, and administrators are trained in Handle With Care.

PD Opportunity 1

Handle With Care training for all teachers and paraprofessionals which includes deescalation techniques to assist students to maintain/regain self-control and personal restraint techniques to protect students and staff from harm.

Facilitator

Handle With Care Instructors

Participants

All teachers, paraprofessionals, and administrators

Schedule

Annually, from 8/3/2015 to 5/27/2016

G2. Teachers will become proficient in utilizing research-based and rigorous instructional strategies to improve student engagement and learning.

G2.B1 Difficulty in accessing testing data from different sources'

G2.B1.S2 Provide professional development for all of the different data sources (i.e. Think Through Math, Algebra Nation, Lexia, MobyMax, Accelerated Reader, etc.).

PD Opportunity 1

Ongoing professional development/training and technical assistance in technology based software and tablet use as part of the Digital Jackson initiative.

Facilitator

Jean Gause

Participants

Teachers

Schedule

Annually, from 8/10/2015 to 5/27/2016

G2.B3 Lack of resources and professional development geared toward teaching multiple grades and subjects simultaneously.

G2.B3.S2 Professional development opportunities will be provided that involve preparing for and teaching multiple grades/ subjects simultaneously.

PD Opportunity 1

Teachers will attend workshops relevant to their content and grade levels.

Facilitator

PAEC, NEFEC, District Specialists

Participants

Teachers

Schedule

Annually, from 8/10/2015 to 5/27/2016

G2.B3.S3 Marzano Mentor Teacher

PD Opportunity 1

A Marzano Mentor Teacher will be provided onsite.

Facilitator

Brian Bowman

Participants

Teachers

Schedule

Annually, from 8/10/2015 to 5/27/2016

G3. Students will make learning gains in the core subjects at their grade levels.

G3.B1 Due to the nature of our school, there tends to be a higher frequency of disruptive behavior which negatively impacts learning.

G3.B1.S3 All teachers, paraprofessionals, and administrators are trained in Handle With Care.

PD Opportunity 1

Handle With Care training for all teachers, paraprofessionals, and administrators

Facilitator

Rex Suggs

Participants

All staff

Schedule

Annually, from 8/3/2015 to 5/27/2016

Technical Assistance Items

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

G2. Teachers will become proficient in utilizing research-based and rigorous instructional strategies to improve student engagement and learning.

G2.B1 Difficulty in accessing testing data from different sources'

G2.B1.S1 FOCUS online grade book

PD Opportunity 1

Teachers receive training in accessing testing data.

Facilitator

Jean Gause

Participants

All faculty

Schedule

Annually, from 8/10/2015 to 5/27/2016

Budget

Budget Data

1	G1.B1.S1.A1	Handle With Care training for all teachers and paraprofessionals which includes deescalation techniques to assist students to maintain/regain self-control and personal restraint techniques to protect students and staff from harm.				\$3,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	IDEA	\$1,500.00	
Notes: Teachers training salaries and benefits. Handle with Care.						
			District-Wide	Title I Part A	\$2,200.00	
Notes: Paraprofessionals training salaries and benefits. Handle with Care.						
2	G1.B2.S1.A1	Aggression Replacement Training is taught to all 6-12 ESE students in the classroom by the teacher.				\$0.00
3	G1.B2.S2.A1	Second Step social skills program is taught to all K-5 ESE students in the classroom by the teacher.				\$0.00
4	G1.B3.S1.A1	Parents participate in Intake Staffing.				\$0.00
5	G1.B3.S2.A1	Schedule events that invite parents to participate in school activities.				\$0.00

Budget Data

6	G1.B3.S3.A1	School faculty and administration will maintain ongoing contact with parents regarding student behavior and achievement.	\$0.00
7	G2.B1.S1.A1	Teachers receive training in accessing testing data.	\$0.00
8	G2.B1.S2.A1	Ongoing professional development/training and technical assistance in technology based software and tablet use as part of the Digital Jackson initiative.	\$0.00
9	G2.B2.S1.A1	Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.	\$0.00
10	G2.B2.S2.A1	Teachers will work toward certification in out-of-field subject areas.	\$0.00
11	G2.B3.S1.A1	Teachers will collaborate after professional development to share information and resources.	\$0.00
12	G2.B3.S2.A1	Teachers will attend workshops relevant to their content and grade levels.	\$0.00
13	G2.B3.S3.A1	A Marzano Mentor Teacher will be provided onsite.	\$0.00
14	G3.B1.S1.A1	Teachers will plan rigorous instruction.	\$0.00
15	G3.B1.S2.A1	Students participate in token economy system that rewards positive behavior	\$0.00
16	G3.B1.S3.A1	Handle With Care training for all teachers, paraprofessionals, and administrators	\$0.00
17	G3.B2.S1.A1	Referral to truancy court for excessive absences	\$0.00
18	G3.B2.S2.A1	Students will only earn days toward completion of their programs when they are present.	\$0.00
19	G3.B2.S3.A1	Students will be rewarded for perfect attendance.	\$0.00
20	G3.B3.S1.A1	Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.	\$0.00
21	G3.B3.S2.A1	Teachers will provide cross-curricular lessons when possible.	\$0.00
22	G3.B3.S3.A1	Teachers will work in small groups to instruct students	\$0.00
Total:			\$3,700.00