

Gaines Alternative At Hamblen



2016-17 Schoolwide Improvement Plan

Gaines Alternative At Hamblen

1 CHRISTOPHER ST, St Augustine, FL 32084

www-gats.stjohns.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 5-12	Yes	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2017-18	2013-14
Grade		I

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gaines Alternative At Hamblen

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Gaines Alternative School will provide an alternative to expulsion for students in the St. Johns County School District while maintaining the student's ability to achieve academically and providing therapeutic services and resources.

b. Provide the school's vision statement.

The Gaines Alternative School will provide an academically sound, physically safe and therapeutic learning environment for students who have committed level 4 infractions of the student conduct code or are awaiting adjudication from off campus felonies.

2. School Environment

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

Every student is required to attend a registration session with his/her parent where procedures are reviewed thoroughly. This allows the parent and the student to clearly understand all aspects of the Gaines Alternative School and provides opportunities for questions and answers. Additionally, each student completes an intake session with the Behavior Intervention Specialist. This allows the counselor to get to know the student on a deeper level and begin to build the foundation of a relationship with each student.

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

The school environment is safe in that the physical plant is kept secured; exterior doors are locked, cameras are used, and metal detectors are utilized at key entrances. A full time Resource Officer is assigned to the school. The role of the officer is not only one of security, but also as mentor. This relationship, much like that of the Behavior Intervention Specialist and Dean, creates an environment that enables students to be treated with respect as it relates to building relationships.

c. 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 Gaines Alternative School delivers curriculum to all secondary schools in the district and therefore utilizes a web-based format. Throughout the county when a student commits a level four violation of conduct code they are usually sent to the Alternative site for a period of 45 days. Utilizing a web-based curriculum enables the Gaines Alternative School to replicate the student schedule with little disruption.

Procedures and protocols are clearly explained to each student during registration so each student understands what is expected of them. Communication between the students is not encouraged, keeping the learning environment quiet and organized. School personnel are trained in Professional Crisis Management and attend county in-service as provided for behavioral supports.

d. 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.

Each student completes an intake session with the Behavior Intervention Specialist to determine any immediate mental health needs that need addressing. Students who need individual attention are assigned sessions on an as needed basis accordingly. Every student is assigned to a group that meets weekly with the Counselor. Every Friday the teachers, administrator and counselor hold a staffing where every student is reviewed for any additional services. A notebook of additional resources are kept on hand to assist parents if additional needs are identified outside the scope of school services, i.e., psychological services, social security assistance, etc. Further Mental Health Counseling is available as needed through a County referral system.

3. Early Warning Systems

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

a. 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
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	0	6	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	1	1	6	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	1	1	3	2	0	0	0	0	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	1	6	5	0	0	0	0	12

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

Students at the Gaines Alternative School are traditionally here for 45 days. However, in the time frame that they are here the school follows the county procedures for filing truancy and make home phone calls when chronic attendance patterns appear. The school assigns tutoring for level 1 students through Think Through Math, and Teenbiz. Students may also be assigned remedial courses in PLATO. Counseling services are offered through EPIC Community Services, and the school utilizes an Intervention Specialist for mental health.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304436>.

2. Description

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

2. 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.

Due to the short term of student placement at the Gaines Alternative School few partnerships are developed. We do however afford students the opportunity to perform community service hours when possible utilizing the nearby food bank and Education Foundation Depot. A parenting class is offered in the district at least once per year and parents are encouraged to attend it.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McMahon, Patricia	Principal
Crawford-Connolly, Helen	Assistant Principal
Olson, Kay	

b. Duties

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

The function and responsibility for the school based leadership team is the continual monitoring of student behavior, attendance and progress monitoring during their time here. The Gaines curriculum is delivered through a web based learning lab and replicates the schedules of incoming students utilizing PLATO. Additional software has been added to the curriculum for those students struggling in math and reading. Ensuring a smooth transition when returning to the home zoned school is important to so that grades and credits are not compromised.

2. 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.

Students are sent to the Gaines Alternative School for a 45 day placement when behavior necessitates removal from their home zoned school. Students are sent from surrounding schools and are already identified as students requiring services. However, students who indicate they are struggling in reading and math are eligible for additional tutoring with leveled software.

Title 1 funds are used to help pay the salary of the Behavior Specialist. Her primary duties are to provide behavior supports to students. Additionally, the counselor runs group and individual sessions on drug education, violence prevention, community resources and job readiness skills. Resources are made available to parents.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Patricia McMahon	Principal
Helen Crawford	Teacher
Rob Garrett	Teacher
James Padgett	Teacher
Dan Stevens	Teacher
Kay Olson	Teacher
Sharon Schack	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC team reviews the data as provided by the county to see if the goals are achieved. Logs are also reviewed for comparison data on parent contacts.

b. Development of this school improvement plan

All members of the SAC are involved in development of the plan as we plan for the upcoming school year. We meet to discuss the needs and objectives that will make the Gaines Alternative School a more effective school.

c. Preparation of the school's annual budget and plan

The SAC team met to set the parameters of the SAC budget and came to consensus.

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

The SAC funds were used for various supplies, to help sponsor parent night.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Crawford-Connolly, Helen	Assistant Principal
McMahon, Patricia	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Teachers infuse reading throughout the curriculum utilizing PLATO.
Achieve 300/Teen biz is used daily with every student.
Staff meet weekly to monitor student progress.

D. Public and Collaborative Teaching

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

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

The school provides collaborative planning time on a daily basis so that teachers have the opportunity to work together to best provide for the students. Additionally, the staff meets weekly with the administration, mental health counselor and dean to discuss each student to make sure that all staff members are kept up to date on student progress.

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

To recruit and hire high quality staff the school utilizes the St Johns County hiring system. Due to the school's Title 1 status only Highly Qualified staff are interviewed and hired. The Gaines Alternative School has participated in district level minority recruitment efforts and worked with our colleges and universities to identify potential teachers. The Administration also works closely with new teachers and assigns veteran teachers to mentor new teachers. New teachers are also included in the County teacher Mentoring Program. The Administration fosters open communication between teachers, staff and Administrators. The staff is encouraged to meet as a professional learning community to discuss strategies to improve the students' behavior as well as academic performance and to offer staff development opportunities.

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

Veteran teachers are matched with new teachers for mentoring. Because the Gaines Alternative School is facilitated in a learning lab environment, the teachers work closely together. Weekly staff meetings ensure that all needs for both students and staff are being met.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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 Gaines Alternative School replicates the individual schedule of every student that comes into the school so that the academic progress is not disrupted by the placement. When possible remedial teaching through additional software is utilized. While instruction is mostly on line, struggling students are given one on one assistance by teachers. Additionally, software (Think Through Math, Study Island) is being used by students to add further assistance.

2. 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: Extended School Day

Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students at the Gaines Alternative School generally stay 45 days and then return to the home zoned school. There is no cohort of students that transition as in the traditional school setting.

b. College and Career Readiness

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

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school due to level 4 infractions of the Code of Conduct. Students waiting adjudication of a felony case may also be placed here. Once the student completes the assigned number of days, they return to that home zoned school. Classe schedules are replicated from the home zoned school so when the student returns their academic progress is not interrupted.

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

Gaines Alternative School is a 45 (or more) day placement for students necessitating the removal from their home zoned school due to level 4 infractions of the Code of Conduct. Once the students complete the 45 days, they return to that school. Classe schedules are replicated from the home zoned school so when the student returns thier academic progress is not interrupted.

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

Gaines Alternative School is a 45 day, or more, placement for students necessitating the removal from their home zoned school due to level 4 infractions of the Code of Conduct. Once the students complete the 45 days, they return to that school. Class schedules are replicated from the home zoned school so when the student returns thier academic progress is not interrupted.

4. 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.

Gaines Alternative School is a 45 day, or more, placement for students necessitating the removal from their home zoned school. due to level 4 infractions of the Code of Conduct. Once the students complete the 45 days, they return to that school. Class schedules are replicated from the home zoned school so when the student returns thier academic progress is not interrupted.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.** Focus on academic rigor as it relates to reading and math to continue student preparation for state assessment and course standard mastery while at the Alternative School.
- G2.** Continuation of an Organizational/Point sheet
- G3.** Increase parental Involvement

Strategic Goals Detail

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

G1. Focus on academic rigor as it relates to reading and math to continue student preparation for state assessment and course standard mastery while at the Alternative School. 1a

G083049

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	10.0

Targeted Barriers to Achieving the Goal 3

- Students curriculum is delivered through a web based format.
- Lab is facilitated by two staff members.
- Limited tutoring available.

Resources Available to Help Reduce or Eliminate the Barriers 2

- We have purchased Think Through Math to remediate and address individual grade level needs.
- We have available Math Nation to address specific high school EOC needs
- We have purchased Achieve 3000 as a supplemental reading program

Plan to Monitor Progress Toward G1. 8

Student mastery reports, student feedback, course progress

Person Responsible

Rob Garrett

Schedule

Monthly, from 10/31/2016 to 5/31/2017

Evidence of Completion

Student mastery reports, student feedback

G2. Continuation of an Organizational/Point sheet 1a

G083050

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Getting students to complete, take home and return organization/point sheet

Resources Available to Help Reduce or Eliminate the Barriers 2

- staff, professional development

Plan to Monitor Progress Toward G2. 8

Percentage of point sheets returned will be monitored and compared to student grades on returning to home zone school.

Person Responsible

James Padgett

Schedule

Monthly, from 10/30/2016 to 10/30/2017

Evidence of Completion

comparison data

G3. Increase parental involvement 1a

 G083051

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Limited parent involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- staff

Plan to Monitor Progress Toward G3. 8

Parental comments on program effectiveness will be analyzed the by the SAC team as presented on the surveys

Person Responsible

Rob Garrett

Schedule

On 11/30/2016

Evidence of Completion

Comments from the parent surveys will be collected and kept on file.

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. Focus on academic rigor as it relates to reading and math to continue student preparation for state assessment and course standard mastery while at the Alternative School. 1

G083049

G1.B1 Students curriculum is delivered through a web based format. 2

B220237

G1.B1.S1 Provide supplemental materials to students to assist in remediation of content standards 4

S232462

Strategy Rationale

Additional materials will allow students to remediate and engage in re-teaching of content standards.

Action Step 1 5

Additional materials will be provided to supplement on line course work for further remediation.

Person Responsible

Helen Crawford-Connolly

Schedule

Semiannually, from 9/30/2016 to 5/30/2017

Evidence of Completion

Purchased materials

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

Use of supplemental resources will be monitored

Person Responsible

Rob Garrett

Schedule

Monthly, from 10/31/2016 to 5/30/2017

Evidence of Completion

Program usage summaries and reports

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

Student Mastery reports will be monitored

Person Responsible

Rob Garrett

Schedule

Monthly, from 10/31/2016 to 5/31/2017

Evidence of Completion

Student mastery reports


G2. Continuation of an Organizational/Point sheet 1

 G083050

G2.B1 Getting students to complete, take home and return organization/point sheet 2

 B220240

G2.B1.S1 Individual reward system, parent contact by staff 4

 S232465

Strategy Rationale

Reward system and parental contact will increase the return of the point/organization sheet

Action Step 1 5

Teachers will monitor returned point sheets and phone calls

Person Responsible

James Padgett

Schedule

Monthly, from 9/30/2016 to 8/31/2017

Evidence of Completion

sign in logs

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

Returned sheets/ phone logs will be kept on file

Person Responsible

James Padgett

Schedule

Monthly, from 9/30/2016 to 5/24/2017

Evidence of Completion

sign in sheets

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

Returned point sheets and student success (non-return rates) will be monitored

Person Responsible

Rob Garrett

Schedule

Monthly, from 10/28/2016 to 4/20/2017

Evidence of Completion

Filed point sheet will be compared to student return rates.

G3. Increase parental Involvement 1

 G083051

G3.B1 Limited parent involvement 2

 B220242

G3.B1.S1 Parent night 4

 S232467

Strategy Rationale

To educate parents on the goals of the Gaines Alternative School

Action Step 1 5

Parent night

Person Responsible

Patricia McMahon

Schedule

On 10/26/2016

Evidence of Completion

agenda, invitation, sign in sheet

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

Parent sign in sheet will be collected to verify attendance

Person Responsible

Helen Crawford-Connolly

Schedule

Daily, from 10/26/2016 to 10/26/2016

Evidence of Completion

A sign in sheet will be provided and kept on file.

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

Parental interest/opinion survey

Person Responsible

Rob Garrett

Schedule

Annually, from 10/14/2016 to 11/29/2017

Evidence of Completion

Surveys will be collected and data analyzed to check for program effectiveness

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B1.S1.MA1 M301289	Parent sign in sheet will be collected to verify attendance	Crawford-Connolly, Helen	10/26/2016	A sign in sheet will be provided and kept on file.	10/26/2016 daily
G3.B1.S1.A1 A297469	Parent night	McMahon, Patricia	10/26/2016	agenda, invitation, sign in sheet	10/26/2016 one-time
G3.MA1 M301290	Parental comments on program effectiveness will be analyzed the by the SAC team as presented on the...	Garrett, Rob	10/28/2016	Comments from the parent surveys will be collected and kept on file.	11/30/2016 one-time
G2.B1.S1.MA1 M301283	Returned point sheets and student success (non-return rates) will be monitored	Garrett, Rob	10/28/2016	Filed point sheet will be compared to student return rates.	4/20/2017 monthly
G2.B1.S1.MA1 M301284	Returned sheets/ phone logs will be kept on file	Padgett, James	9/30/2016	sign in sheets	5/24/2017 monthly
G1.B1.S1.MA1 M301281	Use of supplemental resources will be monitored	Garrett, Rob	10/31/2016	Program usage summaries and reports	5/30/2017 monthly
G1.B1.S1.A1 A297466	Additional materials will be provided to supplement on line course work for further remediation.	Crawford-Connolly, Helen	9/30/2016	Purchased materials	5/30/2017 semiannually
G1.MA1 M301282	Student mastery reports, student feedback, course progress	Garrett, Rob	10/31/2016	Student mastery reports, student feedback	5/31/2017 monthly
G1.B1.S1.MA1 M301280	Student Mastery reports will be monitored	Garrett, Rob	10/31/2016	Student mastery reports	5/31/2017 monthly
G2.B1.S1.A1 A297467	Teachers will monitor returned point sheets and phone calls	Padgett, James	9/30/2016	sign in logs	8/31/2017 monthly
G2.MA1 M301287	Percentage of point sheets returned will be monitored and compared to student grades on returning...	Padgett, James	10/30/2016	comparison data	10/30/2017 monthly
G3.B1.S1.MA1 M301288	Parental interest/opinion survey	Garrett, Rob	10/14/2016	Surveys will be collected and data analyzed to check for program effectiveness	11/29/2017 annually

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Additional materials will be provided to supplement on line course work for further remediation.				\$468.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0032 - Gaines Alternative At Hamblen	School Improvement Funds		\$468.00
			<i>Notes: Consumable resources</i>			
2	G2.B1.S1.A1	Teachers will monitor returned point sheets and phone calls				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0032 - Gaines Alternative At Hamblen	School Improvement Funds		\$100.00
			<i>Notes: supplies</i>			
3	G3.B1.S1.A1	Parent night				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0032 - Gaines Alternative At Hamblen	School Improvement Funds		\$300.00
			<i>Notes: Supplies for Gaines School Parent Night.</i>			
Total:						\$868.00