

Volusia County Schools

Highbanks Learning Center



2016-17 Schoolwide Improvement Plan

Highbanks Learning Center

336 E HIGHBANKS RD, Debary, FL 32713

<http://myvolusiaschools.org/alternative-education/pages/riverview-and-highbanks-learning-centers.asp>

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)
Combination School KG-12	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	66%

School Grades History

Year	2017-18
Grade	

**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 is pending approval by the Volusia County School Board.

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 Highbanks Learning Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

We believe that all students should be provided an opportunity for educational success. Therefore, our mission is to assist in developing independent skills in students that promote graduation assurance through a structured alternative program during an unintentional break in the traditional school environment.

Alternative Education Strategies Include: Differentiated Instruction, Developing Individual Skills, Advocate Appropriately, Social Skills, Behavior Modification, Cornell Note-Taking, One Binder System, Goal Setting/Progress Monitoring, and Gradual Release Model

b. Provide the school's vision statement.

Our greatest contribution is to be sure that there is a teacher in the every classroom who cares that every student, every day, learns and grows and feels like a human being; they don't care until they know we care

2. School Environment

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

Each entering student's records are reviewed to determine academic needs as well as academic supports. Schedules are designed to provide the softest landing when the student returns to zone school. Every effort is made to reach out to families to encourage support and positive participation in their learning. Students are introduced to faculty and staff that will be providing their services during their stay. Students are indoctrinated in positive ways to seek help at each site so that they will learn to advocate for their needs. Expectations are reviewed on a regular basis and regular positive feedback is provided to meet goals for academics and behavior.

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

School counselors at all sites set aside time to meet with new students when they enter to address needs and plan for success. Teachers and students work together to set daily and/or weekly goals monitoring progress at regular intervals. School administrators recognize and celebrate student growth. Students are provided with access to adults that will listen when they just need to be heard. Students are welcomed daily and wished well each afternoon.

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.

Each site has a positive behavioral system that provides students with daily feedback. Behavior is monitored at specific intervals throughout the day. Behavior teams meet on a weekly or biweekly basis to recognize success and plan supportive interventions for students in need. Behavior expectations are posted and regularly reviewed. Faculty and staff meet regularly intervals to ensure consistency and to address necessary changes or improvements.

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.

Teachers, counselors and administrators work together to acclimate youth to program, establish proactive social skills, and prepare for exit and return to zoned school. Regular academic counseling is provided with additional access upon request. Residential programs pair each student with counselors for non-educational needs. Students participate in small group and individual counseling based on needs of current population. Teachers are expected to model and reinforce proactive social skills to ensure generalization

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 at residential sites is very consistent. Program staff ensure that students arrive on time dressed and ready for the day. Support throughout the day is in place so that students are able to optimize their learning time. Due to the nature of the programs students are provided with access to counselors as needed throughout the school day. Behavioral interventions to redirect behavior rather than suspensions are employed. Many of our student learners are below level and require interventions for additional help and support.

Students at Riverview and Highbanks generally improve attendance from zone school as number of good days count towards returning to zone school. Every student in attendance has had at least one major suspension incident leading to recommendation for expulsion. Every effort is made provide a support system utilizing positive behavior supports supports rather than suspensions.

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	4	11	9	13	4	2	3	46
One or more suspensions	0	0	0	0	0	0	6	12	10	14	4	4	3	53
Course failure in ELA or Math	0	0	0	0	0	0	1	6	5	6	2	0	3	23
Level 1 on statewide assessment	0	0	0	0	0	0	6	7	10	12	4	2	1	42

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	5	6	9	6	4	4	3	37	

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

The above data reflects baseline date for students exhibiting 2 or more indicators as of Sept. 15, 2016, per district Early Warning System data base. Please note that all Alternative Education student as at risk and each individual child is addressed and monitored throughout their stay. Intervention strategies for EWS students are addressed through school leadership meetings and Professional

Learning Communities.

Riverview and Highbanks teacher teams meet on a weekly basis to address student behavioral and academic progress.

Teams at all residential program sites have regularly scheduled case management meetings (weekly or bi-weekly) to review the progress and address the needs of each student. Teams involve education and program staff to support the total child.

For students exhibiting difficulties beyond those issues addressed by these groups referral is made to the school's Problem Solving Team and the parent invited so that individual interventions may be developed and monitored

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 available at the school site.

2. Description

Please reference our Comprehensive Parent Involvement Plan

<https://www.floridacims.org/documents/24406>

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.

Alternative Education utilizes its School Advisory Council to secure and utilize resources that support our students in their achievements. Our membership includes the key decision makers involved with the programs in which our students participate, in addition to, former educators and lay people. We continue to reach out beyond our walls to connect the students to individuals and programs that will support them once they leave us.

We have also secured partnerships with donations to charitable organizations that continue to donate supplies, including backpacks to our students to support their achievement in the classroom.

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
Picott, Jerry	Principal
Butler, Laura	School Counselor
Langbecker, Carol	Teacher, ESE
Turman, Jo Ann	Teacher, K-12
Schervish, Michael	Assistant Principal
Elmore, Michael	Assistant Principal
OConnell, Callista	Other
Plummer, Michael	Teacher, Career/Technical
St. Clair Hines, Tracy	Assistant Principal

b. Duties

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

The Alternative Education Leadership Team met during the Summer to assemble colleagues with diverse skills and knowledge for enriched training, collaborative dialogue, and valuable input towards achieving the Alternative Education Program's goal. The overall purpose of the team with the final approval of the School Advisory Council (SAC) is to develop and monitor the School Improvement Plan that supports continuous growth, learning, and overall student achievement

The Problem Solving/MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teacher (Gradual Release, Differentiated Instruction, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

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.

The school's MTSS Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Rtl as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialist, reading coach, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/Rtl meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; monitor and document the rate of academic and behavioral growth of all students; make adjustments in instructional technique for all students in the classroom through whole and small-group differentiated instruction, establish school-wide screening schedule, such as review of reading (FAIR Assessment, SRI, Odyssey pre-post assessments) and math data minimally three times per year to identify each student's level of proficiency; document interventions and measured growth in the academic improvement plan (AIP) and/or the behavioral

intervention plan (BIP) and identify students who continue to lag behind the group on critical measures of performance for additional supports. The MTSS/RtI team works in conjunction with the Professional Learning Communities (PLC), the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST), review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectation, enrichment activities are in place to ensure acceleration of learning. Based on the above information, the leadership team, teachers and SAC will identify priority needs for SIP. These needs will drive professional development and allocation of resources. The team will solve, share effective practices, evaluate implementation, make decisions and practice new process and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Under Title I Part A, our schools work with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I in Alternative Education include: Supplemental Instruction Teachers to provide interventions and support learner needs as they access the curriculum; Teachers of Exceptional Student Education who facilitate learner accommodations and/or based upon need modifications. Reading Intervention Teachers to provide interventions for students in need; Transition Specialist to facilitate transition counseling services for exiting students back into the district schools with a transition plan to ensure academic and social success; Technology specialist to coordinate use of software and hardware to enhance instruction, System Operators for the purpose of monitoring compliance with district curriculum guidelines Paraprofessionals for support in the classroom Supplemental materials and supplies needed to close the achievement gap Supplemental funds for on-going staff development as determined by the results of student data.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Heather Prince	Business/Community
Paul Brown	Business/Community
Paul Hatto	Business/Community
Maurice Harrell	Teacher
Becky Pelletier	Teacher
Mike Plummer	Teacher
Shinece Car	Business/Community
Javonte Crenshaw	Business/Community
Latoya Elliot	Business/Community
David Fitzgerald	Business/Community
Trace Hines	Principal
Michael Schervish	Principal
Jerry Picott	Principal
Ann MacPherson	Business/Community
Joe Mabry	Business/Community
Tim Midgette	Teacher
Sharon Hamel	Education Support Employee
Michael Elmore	Principal
Robinson, Shirley	Teacher
Downing, Carol	Business/Community
Schroeder, Valerie	Business/Community
Towle, Priscilla	Business/Community

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

Evaluation of last year's school improvement plan
Highbanks Learning Center
SIP Data Report August 2016

2016-17 SIP Goal

***If 75% of courses being taken by students enrolled a credited curriculum, presented with fidelity for more than 20 days in a specific quarter, then students will be on target to complete the quarter with a passing grade with proficiency.

*This goal has been partially achieved. However, the desired progress is being made to accomplish the goal.

Evidence:

Last year SAC reviewed data regarding our specific students, heard input from teachers and students

and came to consensus for the focus of this plan. Throughout the school year data was tracked regarding course completions with these results 1st Quarter 2nd Quarter 3rd Quarter 4th Quarter
Highbanks 50%, 58%, 67%
SMC RAP 61.0% 78.8% 77.1%
G4S 68.7% 79.3% 92.60%
Riverview
% Pass Pass/Attempt
1st SMC RAP 61.0% 50/82
G4S 68.7% 90/131
2nd SMC RAP 78.8% 149/189
G4S 79.3% 150/189
3rd SMC/RAP 77.0% 84/109
G4S 92.6% 126/136
4th SMC/RAP
G4S

Highbanks lowest quartile students have been identified and interventions/ accommodations are provided as needed. Each student and teacher meet regularly to review their plan-of-action developed for each student. This strategy ensures students who need extra consistent adult intervention as a resource for consistent organizational skills, support, and positive reinforcement. Highbanks lower quartile students have been rewarded incentives based on academic growth behavior, and improvement in Odyssey Online Instruction, activities, lessons, and quizzes.

At Highbanks, students can have tangible rewards for increased effort and improvement in all core area subjects. This is accomplished through frequent assessments throughout Odyssey, individualized classroom instruction utilizing the Gradual Release Model and differentiated instruction.

In summation, the continuous efforts of our teachers, parents, administrators, and Leadership Team aid our plan-of-action to ensure on-going Professional Learning Communities (PLC), Common Core Curriculum support, and intervention/accommodations initiative. Grade Book (Odyssey), formative, and summative assessments, modified blended learning, differentiated instruction, project-based instruction and Odyssey Lab intervention, all of which, provide meaningful support and intervention for all Riverview students, particularly lower quartile disadvantaged students.

b. Development of this school improvement plan

Development of this school improvement plan

One SAC supports the 6 alternative education programs serviced by Volusia County Schools. These include G4S Youth Services, Highbanks Learning Center, Riverview Learning Center, Stewart RAP, Volusia Juvenile Detention Center and Volusia Department of Corrections. Last year SAC reviewed data regarding our specific students, heard input from teachers and students and came to consensus for the focus of this plan. Following a step zero leadership session shared with teachers. All sites combined in a work group for 8 step planning and problem solving to accomplish the goals. Our SAC met this school and approved us moving forward unanimously.

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

Preparation of the school's annual budget and plan

The school's annual budgets and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the schools budgets, spending and progress indicators are presented at each meeting.

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

In years past, the SAC approved incentives to encourage course completions and regular attendance in the classrooms. Last year no funds were allocated.

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
Hartshaw, Jodi	Teacher, K-12
	Teacher, K-12
Elmore, Michael	Assistant Principal
Schervish, Michael	Assistant Principal
Sewell, Margaret	Teacher, K-12
Langbecker, Carol	Teacher, ESE

b. Duties

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

Major initiatives for the Literacy Leadership Team this year will be the analysis of qualitative/quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through writing samples; observations; ongoing informal and formal assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Language Arts Florida Standards and their measurement. The LLT will also encourage professional study for teachers through professional books and internet sites. The LLT encourages and supports our annual participation in the Literacy Fair and seeks out additional venues to display our students' work

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.

Dr. Picott will tie to vision

Each School operates a Department Professional Learning Community

Highbanks and Riverview meet as a department to conduct monitoring activities to review student progress.

DOC, G4S, SMC/RAP & VRJDC operate a school wide Professional Learning Community that meet bimonthly. The activities of this team are to review and expand parent involvement initiatives, progress monitoring and student literacy and course completion success strategies.

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

Administration will provide leadership opportunities, provide on-site staff development, support PLC activities, provide information regarding staff development activities available on-line and in the community, participate in district recruitment fair, teacher recognition, faculty/staff student of the month, arrange classroom visitations

PLC Group Leaders will provide and support PLC activities and networking

Curriculum AP/Department Chairs will provide information regarding content area specific information

LLT will provide individual and group staff development regarding literacy strategies

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

No pairs are needed at this time

Future pairs would provide mentoring opportunities

Teachers new to program may access classroom visitations and partner with subject alike for extended professional growth.

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.

Teachers utilize the district's curriculum maps based upon LAFS, MAFS, & NGSSS to guide and support the use of the Odyssey Platform to deliver instruction to students. Reading and Intensive reading are offered at each site (Staff Development Day)

Teachers scaffold supports and differentiated instruction based upon student needs providing additional small group or individual instruction using alternate materials.

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 nature of our programs presents us with a population in need. Every student entry begins with a records review. Teachers and counselors work together to tailor an educational support system that allows for student progression. Teachers and students plan and monitor educational goals together. PLCs involve each sites department chair, general education and ESE teachers which puts the resources together. They meet regularly and monitor student progress across the curriculum increasing supports where needed. Formal problem-solving strategies are put in place as needed. For students with disabilities, IEP plans are reviewed and necessary itinerant district resources brought in to support and enhance those on site.

Administrators from all sites meet monthly to identify needs and provide supports.

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 Year

Minutes added to school year: 2,160

Students in our regional detention facility and in our residential program (G4S) are provided extended year education programs that operate throughout traditional holiday periods and summer. These programs are designed to maximize student access to self-paced curriculum for advancement or retrieval of credits. Additionally, literacy programs are in place year-round to expand student reading and writing skills. Summer program, following the tradition 2014 school year, at SMC/RAP was designed to increase student access to credit programs, expand career education opportunities and increase literacy. Our trial program this year added 4320 minutes Students at Riverview and Highbanks that qualify for summer programs are returned to their zoned school's plan for opportunities.

Teachers are involved in rigorous professional development focused on PLC's, emphasizing teacher collaboration using data to increase student proficiency.

Strategy Rationale

Students at DJJ & RAP program are residential year round. The structure of the educational program allows them to continue learning and close the gap in their instruction needs

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

St. Clair Hines, Tracy, thines@volusia.k12.fl.us

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

Course Completions

Successfully passing courses with proficiency.

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.

A counselor to counselor approach is in place for students returning to district schools at all sites where the student is enrolled long term (one quarter or more) to communicate academic and behavioral growth in program. Most of that information is exchanged through the use of email. However, sending schools are invited to reach out to their student through a teacher to teacher exchange as well.

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.

Each sites counselor meets with students to review graduation requirements and develop a course of student designed to meet the individual needs of the student future goals. Educational counseling

sessions are based upon the goals of the student developing a plan A, B and C.

Graduating seniors and students seeking alternate exit options are encouraged to explore programs providing a course of study in their desired field/area. Pros and cons of the various program focus on the realities of cost, distance and requirements. Students are enabled to make a consumer decision and applications processes in place for articulation.

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

A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

A variety of strategies have been implemented to prepare high school students for post-secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment Early College Career Academies High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High School Count Programs Making College Count Programs College Tours College Rep Visits. Kuder Navigator program is used to aid students in discovering learning style, leadership style, and career exploration.

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.

A variety of strategies have been implemented to prepare high school students for post-secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment, Early College, Career Academies,, High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High School Count Programs Making College Count Programs College Tours College Rep Visits

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" 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.** G1. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency.
- G2.** G1. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency.

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. G1. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency. 1a

G083462

Targets Supported 1b

Indicator	Annual Target
	1.0

Targeted Barriers to Achieving the Goal 3

- Students are poor readers
- Students lack positive relationships building skills with adults
- Students have missed relevant learning opportunities prior to entry
- Students come from crisis situations
- Students have poor attendance history
- Students come with weak self- esteem

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reduced teacher pupil ratio
- Certified School Counselors
- full staff involvement
- ESE AP
- Read 180 for Tier 1 students
- ESOL program supports
- Behavioral Specialist
- Social Worker
- Collaboration with Home Zone schools for individual needs of students
- Department PLC Bi-weekly meetings
- Progress Monitoring Tools
- Student's nutritional needs being met
- Student engagement through relevant competency based self-paced materials

Plan to Monitor Progress Toward G1. 8

Track quarterly completion rates

Person Responsible

Michael Elmore

Schedule

Quarterly, from 10/20/2016 to 5/31/2017

Evidence of Completion

% of students reaching proficiency each quarter

G2. G1. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency. 1a

 G083463

Targets Supported 1b

Indicator	Annual Target
	1.0

Targeted Barriers to Achieving the Goal 3

- Students are poor readers
- Students lack positive relationships building skills with adults
- Students have missed relevant learning opportunities prior to entry

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reduced teacher pupil ratio
- Certified School Counselors
- Full Staff involvement
- ESE AP
- Read 180 for Tier 1 students/Odyssey skills for reading practice & CW impact
- Students engagement through relevant competency based self-paced materials
- Title 1 A & D dollars to support initiatives
- ESOL program supports
- Career & Technology teacher
- Program support for Emotional/Behavioral Needs
- Behavior Specialist
- Social Worker
- Collaboration with Home Zone schools for individual needs of student
- Collaboration with Daytona State
- GED Program & Testing on site
- Department PLC Bi-weekly Meetings
- Progress Monitoring Tools
- Student's nutritional needs not being met

Plan to Monitor Progress Toward G2. 8

Use contingent and non-contingent praise every day with each student

Person Responsible

Michael Schervish

Schedule

Daily, from 8/24/2016 to 6/7/2017

Evidence of Completion

Behavior Observations - Teachers providing student reinforcement, modeling positive behaviors and following up with parents regarding behavior progress in program

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. G1. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency. **1**

 G083462

G1.B1 Students are poor readers **2**

 B221339

G1.B1.S1 Build Vocabulary **4**

 S233615

Strategy Rationale

Students require explicit instruction in new vocabulary to enhance comprehension of content material

Action Step 1 **5**

Provide explicit instruction when introducing new vocabulary, and improve literacy - I do phase

Person Responsible

Jodi Hartshaw

Schedule

Daily, from 8/22/2016 to 5/31/2018

Evidence of Completion

students will have appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - they do phase

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

Classroom coaching and follow up

Person Responsible

Michael Schervish

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teacher's use of strategy

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

Administrative walk through or classroom observation to target vocabulary instruction

Person Responsible

Michael Schervish

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

VSET documentation

G1.B1.S2 Utilize gradual release to implement Cornell Note Taking Strategy 4

 S233616

Strategy Rationale

Hattie's Effect Size Self verbalization/Self Questioning .64 Study Skills .63

Action Step 1 5

Teachers will provide student reinforcement, modeling positive behaviors and following up with parents regarding behavior progress in program

Person Responsible

Jo Ann Turman

Schedule

Daily, from 8/15/2016 to 6/6/2017

Evidence of Completion

successful day certificates received in order to complete the program

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observation of teachers, progress monitoring of academics, record keeping of number of successful days.

Person Responsible

Michael Schervish

Schedule

Daily, from 8/15/2016 to 6/6/2017

Evidence of Completion

Student reinforcement from teachers, modeling positive behaviors and following up with parents

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Observation of successful days and relationship building with students

Person Responsible

Michael Schervish

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teacher use of strategy

G1.B1.S3 Set goals with students to reach quarter goals. 4

 S233617

Strategy Rationale

students need goal setting skills to complete quarterly odyssey

Action Step 1 5

Teachers will model goal setting process using gradual release

Person Responsible

Michael Schervish

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

proficiency charts from all sites

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Set goals with students to reach quarter goals.

Person Responsible

Jo Ann Turman

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

quarterly proficiency success

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Progress monitoring will record progress weekly

Person Responsible

Jo Ann Turman

Schedule

Quarterly, from 8/24/2016 to 5/31/2017

Evidence of Completion

students reaching weekly goals

G1.B2 Students lack positive relationships building skills with adults 2

 B221340

G1.B2.S1 Positively Reinforce each student daily, Using contingent and non-contingent praise every day with each student. Model positive behaviors for the students to emulate teacher make positive phone calls to parent s on a regular basis. 4

 S233618

Strategy Rationale

Positive reinforcement will boost self confidence and improve students academic achievement

Action Step 1 5

Teachers will use contingent and non-contingent praise every day with each student

Person Responsible

Michael Schervish

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

students model positive behaviors and follow up with parents regarding behavior progress in program

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

Behavior observations

Person Responsible

Michael Schervish

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

successful dayu certificates and follow up with parents regarding behavior progress in program

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

Recording of successful days, and student of the week.

Person Responsible

Jo Ann Turman

Schedule

Weekly, from 8/15/2016 to 5/31/2017


Evidence of Completion

Progress monitoring / course proficiency / student emulation of positive behaviors and social skills

G1.B3 Students have missed relevant learning opportunities prior to entry 2

 B221341

G1.B3.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum 4

 S233619

Strategy Rationale

students work at own pace / establish personal goals to reach each week

Action Step 1 5

Students are involved in individual weekly goal setting

Person Responsible

Tracy St. Clair Hines

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

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

Weekly progression charts kept by each teacher and administration

Person Responsible

Michael Schervish

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

individual student weekly progress monitoring charts.

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

weekly progress monitoring emailed home to parents / student meeting with administration

Person Responsible

Laura Butler

Schedule

Weekly, from 8/18/2016 to 5/31/2017

Evidence of Completion

% of students completing courses with proficiency

G1.B4 Students come from crisis situations **2**

 B221342

G1.B4.S1 students have Low self-esteem / Low social economic community or upbringing **4**

 S233620

Strategy Rationale

all students do not start school with the same prequalification's and/or education

Action Step 1 **5**

Teachers will use contingent and non-contingent praise every day with each student

Person Responsible

Michael Schervish

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

Behavior Observations

Action Step 2 **5**

Teachers will use contingent and non-contingent praise every day with each student

Person Responsible

Jo Ann Turman

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Observation/student interviews

Person Responsible

Michael Schervish

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

student emulating positive behavior and interaction

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

weekly student progression

Person Responsible

Jo Ann Turman


Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

student personal goal setting, successful reaching goals each week

G1.B5 Students have poor attendance history **2**

 B221343

G1.B5.S1 daily calls home for students who are absent / after 5 absences the social worker is involved

4

 S233621

Strategy Rationale

constant communication with parents will increase parent involvement and student attendance.

Action Step 1 **5**

attendance will be taken each period / clerk will call all absences

Person Responsible

Michael Schervish

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

attendance clerk will track absences and call each household of students absent

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

daily records / membership and attendance percentages received from county

Person Responsible

Michael Schervish

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

membership and attendance reports sent from county

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

daily attendance percentages

Person Responsible

Michael Schervish

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Parent involvement and increase of attendance percentages

G1.B6 Students come with weak self- esteem 2

 B221344

G1.B6.S1 use contingent and non-contingent praise every day with each student 4

 S233622

Strategy Rationale

building self-esteem and relationships with students will increase student effort

Action Step 1 5

Teachers will form relationships with students and families

Person Responsible

Jo Ann Turman

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

increase in student academic achievement

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Student progression weekly / classroom observation

Person Responsible

Michael Schervish

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

feedback from administration / parent involvement and support

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

track weekly progression

Person Responsible

Jo Ann Turman

Schedule

Weekly, from 8/26/2016 to 5/31/2017

Evidence of Completion

weekly goals reached by students

G2. G1. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency. 1

 G083463

G2.B1 Students are poor readers 2

 B221345

G2.B1.S1 Build Vocabulary 4

 S233623

Strategy Rationale

Students will be able to use appropriate vocabulary in oral, written conversations and understand while reading.

Action Step 1 5

Provide explicit instruction when introducing new vocabulary - I do phase

Person Responsible

Jodi Hartshaw

Schedule

Weekly, from 8/24/2016 to 6/9/2017

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do Phase.

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

Daily Cornell note taking by students

Person Responsible

Jodi Hartshaw

Schedule

Weekly, from 8/24/2016 to 6/7/2017

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading Comprehension and writing tasks - they do phase

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

Administrative walk through or classroom observation to target vocabulary instruction

Person Responsible

Michael Schervish

Schedule

Monthly, from 8/15/2016 to 5/31/2018

Evidence of Completion

VSET documentation

G2.B2 Students lack positive relationships building skills with adults 2

 B221346

G2.B2.S1 Positively reinforce each student daily using contingent and non-contingent praise. Model positive behaviors for the students to emulate. Teachers make positive phone calls to parents on a regular basis. 4

 S233624

Strategy Rationale

Positive reinforcement will result in increased student achievement

Action Step 1 5

use contingent and non-contingent praise every day with each student

Person Responsible

Michael Schervish

Schedule

Daily, from 8/9/2016 to 6/7/2017

Evidence of Completion

behavior observations

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

Set goals with students to reach quarter goals. Teach and model goal setting process using gradual release

Person Responsible

Jo Ann Turman

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Passing quarterly grade

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

Students passing courses with proficiency

Person Responsible

Michael Elmore

Schedule

Quarterly, from 10/21/2016 to 6/6/2017

Evidence of Completion

quarterly grades

G2.B3 Students have missed relevant learning opportunities prior to entry **2**

 B221347

G2.B3.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum **4**

 S233625

Strategy Rationale

6, 7, 8th grade students will meet middle school requirements to advance to next grade level and/or High School. 9,10,11,12 grade students will meet High school graduation requirements.

Action Step 1 **5**

Utilize gradual release method provide students access to self-paced, competency base curriculum

Person Responsible

Jo Ann Turman

Schedule

Daily, from 8/9/2016 to 6/6/2017

Evidence of Completion

Meet graduation requirements

Action Step 2 **5**

School Based Incentive Programs

Person Responsible

Michael Schervish

Schedule

Weekly, from 8/26/2016 to 6/6/2017

Evidence of Completion

students earning access to weekly events

Action Step 3 5

Multiple Walk-throughs targeted for vocabulary instruction, gradual release, modeling growth mindset, and differentiated instruction techniques

Person Responsible

Michael Schervish

Schedule

Weekly, from 10/17/2016 to 5/31/2017

Evidence of Completion

VSET data and documentation

Action Step 4 5

Track quarterly completion rates

Person Responsible

Michael Elmore

Schedule

Annually, from 10/21/2016 to 6/6/2017

Evidence of Completion

completed chart / reach school improvement goal

Action Step 5 5

Provide feedback to teachers

Person Responsible

Michael Schervish

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Minutes of PLC meetings / VSET documentation

Action Step 6 5

Teachers will complete reflections on 3/4 DPP cycles

Person Responsible

Michael Schervish

Schedule

Every 6 Weeks, from 8/25/2016 to 5/1/2017

Evidence of Completion

VSET documentation

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

Provide students with Cornell note taking strategies in all content areas for intervention and organization

Person Responsible

Jodi Hartshaw

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student notebooks

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

Provide students with Cornell note taking strategies in all content areas for intervention and organization

Person Responsible

Jodi Hartshaw





















Schedule

Biweekly, from 9/1/2016 to 6/1/2017





















Evidence of Completion

Pass all activities and quizzes


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					
G2.B3.S1.A6  A299720	Teachers will complete reflections on 3/4 DPP cycles	Schervish, Michael	8/25/2016	VSET documentation	5/1/2017 every-6-weeks
G1.MA1  M304006	Track quarterly completion rates	Elmore, Michael	10/20/2016	% of students reaching proficiency each quarter	5/31/2017 quarterly
G1.B1.S1.MA1  M303990	Administrative walk through or classroom observation to target vocabulary instruction	Schervish, Michael	8/22/2016	VSET documentation	5/31/2017 monthly
G1.B1.S1.MA1  M303991	Classroom coaching and follow up	Schervish, Michael	8/22/2016	Teacher's use of strategy	5/31/2017 biweekly
G1.B2.S1.MA1  M303996	Recording of successful days, and student of the week.	Turman, Jo Ann	8/15/2016	Progress monitoring / course proficiency / student emulation of positive behaviors and social skills	5/31/2017 weekly
G1.B2.S1.MA1  M303997	Behavior observations	Schervish, Michael	8/15/2016	successful dayu certificates and follow up with parents regarding behavior progress in program	5/31/2017 daily
G1.B2.S1.A1  A299707	Teachers will use contingent and non-contingent praise every day with each student	Schervish, Michael	8/15/2016	students model positive behaviors and follow up with parents regarding behavior progress in program	5/31/2017 daily
G1.B3.S1.MA1  M303998	weekly progress monitoring emailed home to parents / student meeting with administration	Butler, Laura	8/18/2016	% of students completing courses with proficiency	5/31/2017 weekly
G1.B3.S1.MA1  M303999	Weekly progression charts kept by each teacher and administration	Schervish, Michael	8/15/2016	individual student weekly progress monitoring charts.	5/31/2017 weekly
G1.B3.S1.A1  A299708	Students are involved in individual weekly goal setting	St. Clair Hines, Tracy	8/22/2016		5/31/2017 weekly
G1.B4.S1.MA1  M304000	weekly student progression	Turman, Jo Ann	8/22/2016	student personal goal setting, successful reaching goals each week	5/31/2017 weekly
G1.B4.S1.MA1  M304001	Observation/student interviews	Schervish, Michael	8/22/2016	student emulating positive behavior and interaction	5/31/2017 weekly
G1.B4.S1.A1  A299709	Teachers will use contingent and non-contingent praise every day with each student	Schervish, Michael	8/15/2016	Behavior Observations	5/31/2017 daily
G1.B4.S1.A2  A299710	Teachers will use contingent and non-contingent praise every day with each student	Turman, Jo Ann	8/15/2016		5/31/2017 daily
G1.B5.S1.MA1  M304002	daily attendance percentages	Schervish, Michael	8/22/2016	Parent involvement and increase of attendance percentages	5/31/2017 weekly
G1.B5.S1.MA1  M304003	daily records / membership and attendance percentages received from county	Schervish, Michael	9/12/2016	membership and attendance reports sent from county	5/31/2017 monthly
G1.B5.S1.A1  A299711	attendance will be taken each period / clerk will call all absences	Schervish, Michael	8/15/2016	attendance clerk will track absences and call each household of students absent	5/31/2017 daily
G1.B6.S1.MA1  M304004	track weekly progression	Turman, Jo Ann	8/26/2016	weekly goals reached by students	5/31/2017 weekly
G1.B6.S1.MA1  M304005	Student progression weekly / classroom...	Schervish, Michael	8/22/2016	feedback from administration / parent involvement and support	5/31/2017 weekly
G1.B6.S1.A1  A299712	Teachers will form relationships with students and families	Turman, Jo Ann	8/15/2016	increase in student academic achievement	5/31/2017 daily

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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.S1.A3  A299717	Multiple Walk-throughs targeted for vocabulary instruction, gradual release, modeling growth...	Schervish, Michael	10/17/2016	VSET data and documentation	5/31/2017 weekly
G2.B3.S1.A5  A299719	Provide feedback to teachers	Schervish, Michael	9/30/2016	Minutes of PLC meetings / VSET documentation	5/31/2017 biweekly
G1.B1.S2.MA1  M303992	Observation of successful days and relationship building with students	Schervish, Michael	8/22/2016	Teacher use of strategy	5/31/2017 daily
G1.B1.S3.MA1  M303994	Progress monitoring will record progress weekly	Turman, Jo Ann	8/24/2016	students reaching weekly goals	5/31/2017 quarterly
G1.B1.S3.MA1  M303995	Set goals with students to reach quarter goals.	Turman, Jo Ann	8/24/2016	quarterly proficiency success	5/31/2017 weekly
G1.B1.S3.A1  A299706	Teachers will model goal setting process using gradual release	Schervish, Michael	8/24/2016	proficiency charts from all sites	5/31/2017 weekly
G2.B3.S1.MA1  M304011	Provide students with Cornell note taking strategies in all content areas for intervention and...	Hartshaw, Jodi	9/1/2016	Pass all activities and quizzes	6/1/2017 biweekly
G2.B3.S1.MA1  M304012	Provide students with Cornell note taking strategies in all content areas for intervention and...	Hartshaw, Jodi	8/22/2016	Student notebooks	6/1/2017 biweekly
G2.B2.S1.MA1  M304009	Students passing courses with proficiency	Elmore, Michael	10/21/2016	quarterly grades	6/6/2017 quarterly
G2.B2.S1.MA1  M304010	Set goals with students to reach quarter goals. Teach and model goal setting process using gradual...	Turman, Jo Ann	8/15/2016	Passing quarterly grade	6/6/2017 weekly
G2.B3.S1.A1  A299715	Utilize gradual release method provide students access to self-paced, competency base curriculum	Turman, Jo Ann	8/9/2016	Meet graduation requirements	6/6/2017 daily
G2.B3.S1.A2  A299716	School Based Incentive Programs	Schervish, Michael	8/26/2016	students earning access to weekly events	6/6/2017 weekly
G2.B3.S1.A4  A299718	Track quarterly completion rates	Elmore, Michael	10/21/2016	completed chart / reach school improvement goal	6/6/2017 annually
G1.B1.S2.MA1  M303993	Observation of teachers, progress monitoring of academics, record keeping of number of successful...	Schervish, Michael	8/15/2016	Student reinforcement from teachers, modeling positive behaviors and following up with parents	6/6/2017 daily
G1.B1.S2.A1  A299705	Teachers will provide student reinforcement, modeling positive behaviors and following up with...	Turman, Jo Ann	8/15/2016	successful day certificates received in order to complete the program	6/6/2017 daily
G2.MA1  M304013	Use contingent and non-contingent praise every day with each student	Schervish, Michael	8/24/2016	Behavior Observations - Teachers providing student reinforcement, modeling positive behaviors and following up with parents regarding behavior progress in program	6/7/2017 daily
G2.B1.S1.MA1  M304008	Daily Cornell note taking by students	Hartshaw, Jodi	8/24/2016	Students appropriate use of vocabulary in oral conversation, reading Comprehension and writing tasks - they do phase	6/7/2017 weekly
G2.B2.S1.A1  A299714	use contingent and non-contingent praise every day with each student	Schervish, Michael	8/9/2016	behavior observations	6/7/2017 daily
G2.B1.S1.A1  A299713	Provide explicit instruction when introducing new vocabulary - I do phase	Hartshaw, Jodi	8/24/2016	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do Phase.	6/9/2017 weekly
G1.B1.S1.A1  A299704	Provide explicit instruction when introducing new vocabulary, and improve literacy - I do phase	Hartshaw, Jodi	8/22/2016	students will have appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - they do phase	5/31/2018 daily

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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.B1.S1.MA1  M304007	Administrative walk through or classroom observation to target vocabulary instruction	Schervish, Michael	8/15/2016	VSET documentation	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. G1. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency.

G1.B1 Students are poor readers

G1.B1.S1 Build Vocabulary

PD Opportunity 1

Provide explicit instruction when introducing new vocabulary, and improve literacy - I do phase

Facilitator

Jefferies/hartshaw/Williams/Krzeminski

Participants

all instructional personnel/students

Schedule

Daily, from 8/22/2016 to 5/31/2018

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	Provide explicit instruction when introducing new vocabulary, and improve literacy - I do phase				\$0.00
2	G1.B1.S2.A1	Teachers will provide student reinforcement, modeling positive behaviors and following up with parents regarding behavior progress in program				\$0.00
3	G1.B1.S3.A1	Teachers will model goal setting process using gradual release				\$0.00
4	G1.B2.S1.A1	Teachers will use contingent and non-contingent praise every day with each student				\$0.00
5	G1.B3.S1.A1	Students are involved in individual weekly goal setting				\$0.00
6	G1.B4.S1.A1	Teachers will use contingent and non-contingent praise every day with each student				\$0.00
7	G1.B4.S1.A2	Teachers will use contingent and non-contingent praise every day with each student				\$0.00
8	G1.B5.S1.A1	attendance will be taken each period / clerk will call all absences				\$0.00
9	G1.B6.S1.A1	Teachers will form relationships with students and families				\$0.00
10	G2.B1.S1.A1	Provide explicit instruction when introducing new vocabulary - I do phase				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	9800		2041 - Highbanks Learning Center	School Improvement Funds		\$200.00
			Notes: School Improvement funds			
11	G2.B2.S1.A1	use contingent and non-contingent praise every day with each student				\$0.00
12	G2.B3.S1.A1	Utilize gradual release method provide students access to self-paced, competency base curriculum				\$0.00
13	G2.B3.S1.A2	School Based Incentive Programs				\$0.00
14	G2.B3.S1.A3	Multiple Walk-throughs targeted for vocabulary instruction, gradual release, modeling growth mindset, and differentiated instruction techniques				\$0.00
15	G2.B3.S1.A4	Track quarterly completion rates				\$0.00
16	G2.B3.S1.A5	Provide feedback to teachers				\$0.00
17	G2.B3.S1.A6	Teachers will complete reflections on 3/4 DPP cycles				\$0.00
Total:						\$200.00