

School District of Indian River County

IR PREP



2016-17 Schoolwide Improvement Plan

IR PREP

1426 18TH ST, Vero Beach, FL 32960

www.indianriverschools.org

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	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	74%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Indian River 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 IR PREP

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.

The Alternative Center for Education is a temporary placement providing a safe, structured environment to affect positive changes in academics, behavior and social skills.

b. Provide the school's vision statement.

Enhance student achievement by means of teacher collaboration and action which support success for our students.

2. School Environment

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

The principal conduct student intakes along with the Student Support Specialist, Psychologist, Resource Specialist, and the School Resource Officer. Together we ask questions that provide background information on the student. This information affords us an opportunity to develop a plan to meet student needs. It is consistent with the Hope philosophy that teachers pledge daily to have a mindset that all children can succeed, no exceptions. We achieve this through communicating with parents and students during our intake process. Our class sizes afford us the opportunity to engage students in meaningful conversations. Teachers collaborate weekly in regards to student needs and provide solutions to meet those needs through research based curriculum.

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

The staff, administration, and SRO are visible and responsive to any situation which may create a hazard or potential harm to students and staff. Our constant supervision promotes a safe learning environment. The dress code creates a sense of unity, and self respect. We monitor and manage personal items brought to campus. (i.e.: absence of back packs and hoodies lessens the possibilities of unwanted items on campus). Student respect is fostered through Restorative Justice practices where students have a voice. We encourage self-efficacy, so we can support students with concerns. We also provide an anonymous reporting system in the front office.

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.

School Wide expectations are shared during intakes and the first day of class that addresses topics of attendance, dress code, electronics, bullying and harassment, and other school district policies. The School Resource Officer, Deputy Rod Smith; covers the expectations and idea of respect in school. This allows us to build relationships with the students while establishing clear understanding of what it means to be respectful, both verbally and non-verbally. Teachers are trained to establish clear and consistent policies in the classroom and follow a policy of making parent contact and documenting minor infractions before writing student referrals. This ensures that students are given opportunities to make better choices. From the Student Support perspective, the school wide behavioral system in place is our Level

Behavior Support Program. This program aids in minimizing distraction to keep students engaged during instructional time by providing positive incentives for appropriate behavior. The reward is to level up to level 4 and return to their home school.

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.

*Responding daily to the immediate emotional and academic needs of students regarding family, peer and school issues through personal counseling services.

*Utilize developmentally appropriate counseling strategies to motivate and promote student growth and achievement.

*Respond to teachers, staff and administrator's referrals of students in need of support

*Facilitate Multi-Tiered System of Support weekly team meetings.

*Refer students and families to community agencies for ongoing therapeutic assistance such as New Horizons, Legacy, Substance Abuse Awareness, Homeroom (social emotional time) and Suncoast Mental Health Center.

*Collaborate with ESE, Student Support Specialist, Attendance office and New Horizon's school program who provide group counseling opportunities.

*Conduct parent conferences and suggest community resources

The school ensures the social-emotional needs of all students are being met through our Level Behavior Support Program and Multi-Tiered Systems of Support. Both the Level Behavior Support Program and Multi-Tiered System of Support program looks at our school discipline data to help track progress and identify areas to target for intervention. Both Level Behavior Support Program and Multi-Tiered System of Support take into account the discipline data. The referral Process & Procedures are consistent throughout the school. School-wide expectations and rules are posted in specific settings to teach students appropriate behavior. A reward system is implemented to encourage and model appropriate behavior while dispensing effective consequences to discourage inappropriate behavior.

Every Thursday we have a character building program through the Winners Walk Program.

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.

Students are referred to Multi-Tiered System of Support team on a variety of warning indicators by courts, counselors in other programs and teachers. Indicators include attendance, academic failures, family concerns, court recommendations, suspensions, expulsions and retention. The students are recognized through our Positive Behavior System for attendance. They receive gift coupons from area businesses for achieving above 96% attendance. Restorative Justice is an intervention used for reduction in suspension rates.

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	4	15	6	13	5	4	51	
One or more suspensions	0	0	0	0	0	0	4	6	8	1	4	0	0	23	
Course failure in ELA or Math	0	0	0	0	0	0	2	3	8	3	4	1	2	23	
Level 1 on statewide assessment	0	0	0	0	0	0	3	0	6	6	5	3	5	28	

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	0	5	6	4	4	5	3	27	

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

The school identifies students for the “course failure in English language arts or mathematics” indicator based on course semester grades. However, monitor course failures at the end of each quarter, rather than waiting until the end of the semester.

- Office discipline referrals;
- Non-cumulative semester/year grade point averages

Interventions include:

-Counseling/mentoring, behavior monitoring through the point level system, outside community agencies such as: Legacy Behavior, Pathways, and Substance Abuse Awareness

Each week during Rounds, teachers and staff evaluate the effectiveness of intervention supports, regularly monitor if the number and percentage of students designated as off-track is decreasing and the number and percentage of students designated as on-track is increasing. If intervention supports are not effective in increasing on-track status and decreasing off-track status, engage in a data-based problem-solving process to determine common reasons and plan supports.

◦It is important to monitor frequently so that new off-track students are identified early enough for supports to be effective.

•Developing support lists to be monitored at appropriate intervals (e.g., weekly, biweekly, monthly, quarterly) that identify groups of students with common needs that may require data-based problem solving by the school-based leadership team, in conjunction with teacher teams and other support staff, such as student services personnel, to determine moderate intensity supports and monitoring at the Tier 2 level (targeted supplemental intervention and supports).

•Personalizing the learning environment and instructional process

•Increasing student awareness of postsecondary options

•Implementing transition programs, such as partnerships between high schools and feeder middle schools

A school that establishes dropout prevention and academic intervention programs, in accordance with

section 1003.53, F.S., must reflect that program in its SIP. This can be done by describing the program here or by including the program as a resource (if already established) or strategy in Problem Solving.

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?

No

1. PIP Link

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

2. Description

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Conference Nights.

SAC

NOPE

Parental communication- Connect Ed, , Enhance school website

Social Skills,

AIC-Drug intervention

Social Emotional

Winners Walk Tall

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.

Eagles Nest

Culinary Program-The Eagle's Nest is used often not only by the On Site Culinary Program (i.e. the Lunch on Friday) but also by various parties within the school board for workshops, meetings and functions. It is centrally located and thus makes it a convenient site to book events . I do not have exact number but feel confident that the Eagle's Nest is used 80 days a school year or approximately two times a week for an average number.

We invite local non-profit organizations like, The Winners Walk Tall, to speak to our students. It's a character building program that teaches fundamental values and life changing skills.

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
Hart, Denny	Principal
Foster, Keandra	Other
Almore, Rebecca	Psychologist
Mistretta, Jason	Teacher, ESE

b. Duties

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

*Principal: Provides a vision for the school utilizing problem-solving processes for identifying challenges and strategies. Provides a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based plans and activities.

*Select General Education Teachers: Provide information on core instruction, collect and analyze student data, deliver School-wide Tier 1 instruction/intervention, collaborate with staff to implement Tier 2 interventions, and integrate materials and progress between Tier 1 and 2.

*Student Support Specialist: provides support services, links community agencies to families and school to support the child's emotional, behavioral and social success.

Due to the small size of the school and staff, there is an overlap in membership with the leadership team, MTSS School Advisory Council.

The Leadership Team has weekly meetings where the focus in on how to maintain and develop a problem-solving system to bring out the best in the school, our students and our teachers. The role of the school-based Multi-Tiered Systems of Support Leadership team is to develop plans to support our students based on tiered interventions. Discussions are centered around the following topics: Reviewing of academic and behavior data and the link to instructional decisions; reviewing progress monitoring data for the subject areas and identifying students who are at-risk for not meeting the benchmarks. The Principal and administrative teams responsibility is to provide coaching, mentoring, discipline, interventions, and support to the team, teachers, and students. The Resource Specialist, School Resource Officer, School Psychologist, Speech/Language Pathologist, Social Worker, and Attendance Officers are on the team to give specific interventions based on their area of expertise. Their collaborative effort helps us reach each individual student's needs. The School Student Support Specialist works with students that are recommended for Tier 2 and Tier 3 interventions. He monitors behavior, checks in with teachers, provides immediate feedback, and reports progress back to the team to see if modifications are needed. He also heads up the Positive Behavior Support System that promotes effective behavior with positive interventions.

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- based MTSS team is made up of the Principal, Resource Specialist, School Resource

Officer, School Psychologist, Speech/Language Pathologist, Attendance Officers, and the Student Support Specialist. We meet weekly to track and analyze reading, math, and behavioral data. To address effectiveness of core instruction we analyze data and address issues when needed. Resource allocation is limited however, We also have a new teacher Mentor program that runs effectively after school. We have anger management in small group setting as well as one-on-one counseling with the student support specialist. Individual student needs are based on recommendation from staff, data collection and analysis, and then specific interventions based on the tiered approach.

The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families. Title II. In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and training's funded with Title II funds are related to the strategies in the School Improvement Plan.

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 Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone.

Title X- Homeless

The School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Indian River County Civil Citation Program

ACE is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sheriff's office. The program is an alternative to arrest, so youth will have

no criminal record but will receive consequences for their behavior. Its a ten week long program- 3 times a week- 3 hours a week. The program also requires students to do community service. When a youth enters the civil citation program his/ her information is entered into prevention records with the Department of Juvenile Justice as required by Florida statute. If the youth completes the program, the

youth will not have an arrest record. If a victim is involved, they must agree to the terms of the program. The program is being offered on-campus by our life skills facilitator.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Monica Bristol	Teacher
Keondra Eberhardt	Education Support Employee
Kathleen Wilson	Teacher
Melissa Schreiber	Parent
Paula Barker	Parent
True Price	Business/Community
Lukeland Helm	Parent
Michael Barker	Student

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

It's a fluent document. Therefore, we monitor it's progress and are prepared to make changes if necessary.

b. Development of this school improvement plan

SAC reviews the School Improvement Plan specifically at a minimum of 4 meetings per year, however most meetings focus on district initiatives, and legislation that may affect student performance as well as programs and other school based initiatives that are listed in the SIP.

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

Mr. Hart submitted the schools' annual budget and plan in July to the district office.

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

The use of school improvement funds is to support learning with organizational skills, note taking and self-monitoring of progress. Materials such as: paper, binders, and dividers.

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
Lamscha, Michelle	Teacher, K-12
Landers, Doris	Teacher, K-12
Wilson, Kathleen	Teacher, ESE
Bristol, Monica	Teacher, K-12

b. Duties

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

This group of professionals is comprised of leaders in literacy which includes a representative from ESE and General Education Teacher. The team promotes and support literacy in a variety of ways: ongoing professional development, modeling and/or coaching with feedback, student resources and materials, and other initiatives.

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.

All teachers have a common planning after school. Teachers also have a planning period through out the day and encouraged to use this time to observe other teachers with the Peer to Peer observations. PLC's meet ongoing to discuss various topics and how they related to the various disciplines. Teachers meet to work on reviewing Middle and High school students Behavior Goals as evidenced by looking at the school wide behavioral point sheets and analyze data as needed. Three times a week teachers are given additional time to plan and collaborate with their colleagues at the end of the day to work on SIM lesson plans.

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

The Human Resource department recruitment team actively pursues high qualified, certified in field applicants through college recruitment fairs, Indian River County School District online applicant tracking system available online on the District's website.

1. Teachers will continue with our established Mentor/ Mentee program at Alternative Center For Education..
2. Participate in the District ACP programs for New Teachers
3. Update and implement action plan to continue the school as a High Performance Learning Culture
4. Utilize the districts application process which allows Administrators to review applications online
5. Continue to interview perspective teachers with specific area certification.
6. All teachers participate in monthly professional development opportunities, teachers work together weekly to problem-solve when confronted with instructional school challenges.

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

There is a mentoring program at Alternative Center for Education where each new teacher is paired with a peer mentor. Peer mentors must have at least 3-5 teaching experience. The mentor and new teacher meet regularly to discuss policy and procedures, curriculum, classroom expectations and professional development.

The mission for the Alternative Center for Education Mentor/Mentee Program is to provide a welcoming structured program of support for (not evaluation of) new teachers by offering training in on-going sessions/meetings throughout the year and helping new teachers be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to Alternative Center for Education.) By working as a team with the group of new teachers

as well as with individual teachers, we will achieve our goal. Mentors are chosen by content area, experience in education, attitude, and experience. They are paired with Mentees that may be in closer proximity to make meetings more effective and routine.

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.

All lesson plans are reviewed by administration biweekly to make sure they align with Florida State 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 school looks at benchmark test and changes the strategies as needed. The school also have data meetings review early warning indicator's. Data is also used to refer students to MTSS team where they receive additional instructional interventions. Classroom teachers use flexible grouping to meet the needs of students.

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: 50

We use afterschool programs to assist students into becoming proficient in reading and math.

Strategy Rationale

More reading and math strategies will increase proficiency.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Lamscha, Michelle, michelle.lamscha@indianriverschools.org

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

Data from teacher created standards based formative assessments will be reviewed bi-weekly.

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.

The principal, along with the behavior specialist set up a time to meet with the incoming student and their parent. We discuss expectations and strategies that will be utilized for success. In regards to transitioning students back to their home school, we set up meetings between the receiving school and ACE. The attendance office will make home visits to determine additional supports that can be offered to our outgoing student.

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.

The school has professionals from the community come in to discuss career paths and how students can reach their goals. Students are provided opportunities to attend college tours.

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

Culinary arts will be offered to students to help build skills and to give back to the community by serving lunches to community stakeholders and district personnel.

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

Career Sources offered a partnership with the school to provide the students with resume building, job fairs and career connections.

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.

ACE is committed to improving student readiness for the public post-secondary level. Student Support Specialist and Performance Based Teacher meet with academically able students and strongly encourage them to enroll in dual enrollment courses. We utilize best practices to prepare students for post secondary work. However, the home school collects that data.

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.** Student achievement will increase when we focus on relationship belief that all students can learn.
- G2.** Decrease the number of students with excessive unexcused absences to less than 5%.
- G3.** Teachers will analyze data during instructional rounds time and follow up with data chat meetings using the problem solving process to improve core, intensive and supplemental instruction.

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. Student achievement will increase when we focus on relationship belief that all students can learn. 1a

G086281

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lunch detention
- SRO
- Incentive program

Plan to Monitor Progress Toward G1. 8

The school leadership team will monitor the amount of suspension weekly to determine progress towards the goal.

Person Responsible

Denny Hart


Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

FOCUS data on suspensions

G2. Decrease the number of students with excessive unexcused absences to less than 5%. 1a

 G086282

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of dress code/uniform complinace

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student teacher ratio
- Court-Juvenile Probation Officers
- EPIC Period / Community Involvement

Plan to Monitor Progress Toward G2. 8

Average Daily Attendance rates will be monitored.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Reports from the attendance officer/FOCUS

G3. Teachers will analyze data during instructional rounds time and follow up with data chat meetings using the problem solving process to improve core, intensive and supplemental instruction. 1a

G086283

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	
FSA ELA Achievement	
U.S. History EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the problem solving process and applying that to student data

Resources Available to Help Reduce or Eliminate the Barriers 2

- National Geographic Reading series (Middle School)
- Fusion (High School)
- Benchmarks and CPALMS
- District Professional Development staff
- District literacy coaches
- Weekly staff rounds to review deliberate practices

Plan to Monitor Progress Toward G3. 8

Formative Assessment Data, EOC Data

Person Responsible

Denny Hart

Schedule

On 5/19/2017

Evidence of Completion

Formative Assessment Data, EOC Data

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. Student achievement will increase when we focus on relationship belief that all students can learn. 1

 G086281

G1.B1 Lack of interventions 2

 B229253

G1.B1.S1 Adopt the Kids at HOPE philosophy that all kids can learn, no exceptions 4

 S241760

Strategy Rationale

Administration will implement the Kids at HOPE philosophy school wide, in conjunction with the classroom behavior management system.

Action Step 1 5

Train staff on the Kids at HOPE philosophy

Person Responsible

Denny Hart

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

agenda, sign in rosters

Action Step 2 5

Train students on the Kids at HOPE philosophy

Person Responsible

Denny Hart

Schedule

Daily, from 8/10/2016 to 8/10/2016

Evidence of Completion

agenda, sign in rosters

Action Step 3 **5**

Recite the Kids at HOPE pledge everyday during the morning pep talk

Person Responsible

Denny Hart

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

documented morning announcements, student goal sheets

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

The leadership team and SAC team will review staff and student participation in the Kids at HOPE program.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

correspondence between HOPE staff for community events, document morning announcements, student essays/goal at transition meetings

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

The leadership team will monitor goal sheets, with emphasis on students following behavior and academic expectations through the point sheet, to ensure that students are leveling up.

Person Responsible



Doris Landers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

student weekly point sheet

G2. Decrease the number of students with excessive unexcused absences to less than 5%. 1 G086282**G2.B1** Lack of dress code/uniform complinace 2 B229258**G2.B1.S1** Review the dress code to make it easier to be in compliance 4 S241762**Strategy Rationale**

To make it more manageable, to meet current student needs and be more aligned with the districts dress code policies, for example allow solid colored shirts.

Action Step 1 5

Review Dress code with staff and the SAC team.

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/5/2016 to 5/19/2017

Evidence of Completion

Newly revised dress code for the Alternative Center for Education in the handbooks

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

Present revised Dress Code to SAC committee

Person Responsible

Denny Hart

Schedule

On 2/26/2016

Evidence of Completion

Minutes from the November SAC meeting.

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

Revise the handbook to reflect the new dress code

Person Responsible

Denny Hart

Schedule

On 3/18/2016

Evidence of Completion

Handbook

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

Review attendance data

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

attendance data

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

Review discipline data

Person Responsible

Denny Hart

Schedule

On 5/24/2017

Evidence of Completion

discipline data

G2.B1.S2 Review the level system and add dress code on it to show students progress up through the levels. **4**

 S241763

Strategy Rationale

To make it more positive for students to want to move through the level system. Positive rewards will improve the student's desire to be in compliance with the dress code.

Action Step 1 **5**

The action that is to be taken is to review the ACE Level system to be more inclusive of specific items available for students as their level increases.

Person Responsible

Denny Hart

Schedule

On 5/24/2017

Evidence of Completion

A new revised level system with a focus on dress code opportunities for students in level 3 or higher in the handbook

Action Step 2 **5**

Use of weekly PBS programs that includes incentives such as coupons, breakfast, and pizza

Person Responsible

Denny Hart

Schedule

On 5/24/2017

Evidence of Completion

newsletter showing the positive programs, partnership with local businesses

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

New plan will be presented to staff at rounds and will appear in the handbook.

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

printed in level books, handbooks

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

Less referrals for dress code

Person Responsible

Denny Hart

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

discipline data


G3. Teachers will analyze data during instructional rounds time and follow up with data chat meetings using the problem solving process to improve core, intensive and supplemental instruction. 1

 G086283

G3.B2 Lack of understanding of the problem solving process and applying that to student data 2

 B229263

G3.B2.S1 Involvement in the district's professional development programs for standards based instruction. 4

 S241765

Strategy Rationale

Supporting teachers in providing rigorous instruction

Action Step 1 5

Have teachers participate in SIM training, Unify, Accountable talk, and Performance Scales development

Person Responsible

Denny Hart

Schedule

Monthly, from 8/5/2016 to 5/19/2017

Evidence of Completion

PD rosters

Action Step 2 5

Develop protocols for weekly staff rounds to unpack standards and know the difference between procedural and declarative statements when writing the objectives for the standards. Teachers will collaborate weekly to develop lessons using SIM strategies.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/5/2016 to 5/19/2017

Evidence of Completion

agendas from the meetings

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

Principal will review lesson plans to ensure strategies taught at PD trainings are implemented. Observations of classrooms will performed on a regular basis.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/5/2016 to 5/19/2017

Evidence of Completion

Lesson plans, agendas, observation notes

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

The Leadership Team will monitor and support implementation by creating a schedule of meeting dates and collaborating to effectively create lesson plans that focus on the standards.

Person Responsible

Denny Hart

Schedule



Biweekly, from 8/5/2016 to 5/19/2017

Evidence of Completion

Lesson plans, instructional rounds and classroom observations will provide evidence of Standards based instruction occurring in each subject areas

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.B1.S1.MA1 M322557	Present revised Dress Code to SAC committee	Hart, Denny	1/29/2016	Minutes from the November SAC meeting.	2/26/2016 one-time
G2.B1.S1.MA3 M322558	Revise the handbook to reflect the new dress code	Hart, Denny	1/29/2016	Handbook	3/18/2016 one-time
G1.B1.S1.A2 A312906	Train students on the Kids at HOPE philosophy	Hart, Denny	8/10/2016	agenda, sign in rosters	8/10/2016 daily
G3.MA1 M322566	Formative Assessment Data, EOC Data	Hart, Denny	3/21/2016	Formative Assessment Data, EOC Data	5/19/2017 one-time
G2.B1.S1.A1 A312908	Review Dress code with staff and the SAC team.	Hart, Denny	8/5/2016	Newly revised dress code for the Alternative Center for Education in the handbooks	5/19/2017 quarterly
G3.B2.S1.MA1 M322564	The Leadership Team will monitor and support implementation by creating a schedule of meeting...	Hart, Denny	8/5/2016	Lesson plans, instructional rounds and classroom observations will provide evidence of Standards based instruction occurring in each subject areas	5/19/2017 biweekly
G3.B2.S1.MA1 M322565	Principal will review lesson plans to ensure strategies taught at PD trainings are implemented....	Hart, Denny	8/5/2016	Lesson plans, agendas, observation notes	5/19/2017 weekly
G3.B2.S1.A1 A312912	Have teachers participate in SIM training, Unify, Accountable talk, and Performance Scales...	Hart, Denny	8/5/2016	PD rosters	5/19/2017 monthly
G3.B2.S1.A2 A312913	Develop protocols for weekly staff rounds to unpack standards and know the difference between...	Hart, Denny	8/5/2016	agendas from the meetings	5/19/2017 weekly
G2.B1.S1.MA1 M322555	Review attendance data	Hart, Denny	8/10/2016	attendance data	5/24/2017 quarterly
G2.B1.S1.MA4 M322556	Review discipline data	Hart, Denny	8/10/2016	discipline data	5/24/2017 one-time
G2.B1.S2.MA1 M322559	Less referrals for dress code	Hart, Denny	8/10/2016	discipline data	5/24/2017 weekly
G2.B1.S2.A1 A312909	The action that is to be taken is to review the ACE Level system to be more inclusive of specific...	Hart, Denny	8/10/2016	A new revised level system with a focus on dress code opportunities for students in level 3 or higher in the handbook	5/24/2017 one-time
G2.B1.S2.A2 A312910	Use of weekly PBS programs that includes incentives such as coupons, breakfast, and pizza	Hart, Denny	8/10/2016	newsletter showing the positive programs, partnership with local businesses	5/24/2017 one-time
G2.B1.S2.MA1 M322560	New plan will be presented to staff at rounds and will appear in the handbook.	Hart, Denny	8/10/2016	printed in level books, handbooks	5/25/2017 quarterly
G1.MA1 M322554	The school leadership team will monitor the amount of suspension weekly to determine progress...	Hart, Denny	8/10/2016	FOCUS data on suspensions	5/26/2017 weekly
G2.MA1 M322561	Average Daily Attendance rates will be monitored.	Hart, Denny	8/10/2016	Reports from the attendance officer/ FOCUS	5/26/2017 weekly
G1.B1.S1.MA1 M322552	The leadership team will monitor goal sheets, with emphasis on students following behavior and...	Landers, Doris	8/10/2016	student weekly point sheet	5/26/2017 weekly
G1.B1.S1.MA1 M322553	The leadership team and SAC team will review staff and student participation in the Kids at HOPE...	Hart, Denny	8/15/2016	correspondence between HOPE staff for community events, document morning announcements, student essays/goal at transition meetings	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1  A312905	Train staff on the Kids at HOPE philosophy	Hart, Denny	8/10/2016	agenda, sign in rosters	5/26/2017 daily
G1.B1.S1.A3  A312907	Recite the Kids at HOPE pledge everyday during the morning pep talk	Hart, Denny	8/10/2016	documented morning announcements, student goal sheets	5/26/2017 daily

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	Train staff on the Kids at HOPE philosphy				\$0.00
2	G1.B1.S1.A2	Train students on the Kids at HOPE philosphy				\$0.00
3	G1.B1.S1.A3	Recite the Kids at HOPE pledge everyday during the morning pep talk				\$0.00
4	G2.B1.S1.A1	Review Dress code with staff and the SAC team.				\$0.00
5	G2.B1.S2.A1	The action that is to be taken is to review the ACE Level system to be more inclusive of specific items available for students as their level increases.				\$0.00
6	G2.B1.S2.A2	Use of weekly PBS programs that includes incentives such as coupons, breakfast, and pizza				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0033 - IR PREP			\$0.00
			Notes: community based support from Chic fil a , McDonalds, Big Apple Pizza who provided this to the school with free gift certificates and coupons			
7	G3.B2.S1.A1	Have teachers participate in SIM training, Unify, Accountable talk, and Performance Scales development				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0033 - IR PREP			\$150.00
			Notes: staff development trainings			
8	G3.B2.S1.A2	Develop protocols for weekly staff rounds to unpack standards and know the difference between procedural and declarative statements when writing the objectives for the standards. Teachers will collaborate weekly to develop lessons using SIM strategies.				\$0.00
Total:						\$150.00