

Jackson County School Board

Hope School

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



2016-17 Schoolwide Improvement Plan

Hope School

2958 CHEROKEE STREET, Marianna, FL 32446

<http://hope.jcsb.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)
Combination School PK-12	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	42%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Jackson County School Board on 11/22/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Hope School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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 Hope School Mission is to provide a safe secure setting to deliver the instruction and resources needed to help each student reach their maximum potential to become as independent as possible at home, in the community, and during post-secondary education.

"WE SOAR WITH PRIDE"

b. Provide the school's vision statement.

The purpose of the Jackson County School District is to prepare all students for success as educated and caring citizens by inspiring and building good character and a passion for life-long learning-building a better community one student at a time.

Hope School vision statement: "WE SOAR WITH PRIDE"

2. School Environment

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

Hope School learns about the students' cultures and builds relationships by being involved in IEP meetings, parent-teacher and student-teacher conferences, and conducting surveys during the year. Teachers review social history, cumulative records and registration forms on each student in their classrooms. Hope School also has parent nights during the school year.

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

Hope School creates a safe and respected environment by teaching social skills, implementing anti-bullying programs and having an open door policy. At Hope some of the students are with the same teacher or in the same classroom for several years, so the teacher and students get to know each other very well and respect each other. Hope School has a 3:1 student/staff ratio for academic instruction.

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.

Hope School's behavioral system:

1. All misconduct should be handled in the classroom first. Priority should be given to behavior intervention.
2. After classroom procedures have been tried and documented, an Office Referral should be completed and given to the Principal or designee.
3. After a student receives three Office Referrals' the student will receive a Discipline Report with appropriate action taken, and the Discipline Report is sent home with the child to be signed by the parent and returned to school.
4. Due to the fact that we have diverse age/ability ranges, the teacher will develop their own

classroom reward/discipline program to be implemented daily.

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.

Hope School ensures that the social-emotional needs of all students are met by having an on-site school counselor who facilitates student services. Peer mentoring from other schools is done by general education students participating in special activities with our students.

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.

Hope School uses a report that is generated from FOCUS. The report identifies early warning system of grades, attendance, referrals and assessments. The teachers use the 20-day report for the final authority in determining the number of absences for each student. After 5 tardies or four unexcused absences in a 9-week period a child study team will meet and a parent must attend. Since Hope School has medically fragile students, we also have a medically fragile clause in our policy: If a child is documented as "medically fragile" with documentation provided by a medical physician, absences will be reviewed, on a case by case basis, by the principal or principal's designee. A determination will be made if the absence will be considered excused or unexcused.

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	1	0	3	0	4	1	4	1	2	3	2	3	8	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	1	0	2	2	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	1	0	1	0	0	0	0	0	2

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	1	1	0	0	0	0	0	0	0	2

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

Hope School is incorporating more technology into the classroom and lessons in order to help the students increase scores on the statewide assessment. The increase in academic skills will give the students more confidence and increase their attendance rate. To limit the number of referrals and keep assessment scores increasing, teachers help students develop a sense of pride and ownership to build a desire to come to school and learn.

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

PTO/SAC/SIP meetings

Harvest Day

Holiday Program

Awards Day

Progress Reports

Positive phone calls

Daily or weekly notes sent home

Newsletter

Holiday meals provide by the lunchroom

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.

Hope School builds and sustains partnerships with the local community to better our students so they can be as independent as possible and be an asset to the community. Some of the high school students go into the community and work. This helps the community and the students to have a sense of pride in themselves. Hope School recruits for other community and business partners by staff input and other business partners referrals. The Methodist Men Group sponsors the Students of the Quarter with a party. Delta Sigma Theta Sorority provides snacks. FCI in Marianna sponsors the Annual Holiday party for all students from Hope School.

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
Braxton, Millicent	Principal
Hand, Joy	Teacher, ESE
Blackmon, Cynthia	Teacher, ESE
Parrish, Karen	Teacher, ESE
Wiggins, Tanya	Teacher, ESE
Lovely, Christi	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.

The school leadership team members met to review and compile data for the 2016-17 School Improvement Plan. The team met with other teachers and staff at the school to discuss and review the data. The members collected and analyzed data, helped with intervention based on individual student needs, offered technical support and guidance to teachers and staff.

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 leadership team met and compared data from Florida Alternate Assessments scores, Unique Curriculum benchmarks, pre and post tests from Unique, so we would be able to make decisions to assist our students with their educational needs.

Lead money is given to teachers to help supply the classroom with needed materials.

The school leadership team meets at least four times a year, more if needed, (regular emails are more frequent) Dr. Braxton and Karen Parrish are responsible.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Braxton	Principal
Karen Parrish	Teacher
Mrs. Joy Hand	Teacher
Ms. Cynthia Blackmon	Teacher
Mr. Roger Pittman	Teacher
Ms. Jean Melvin	Education Support Employee
Mr. Dexter Roulhac	Education Support Employee
Mr. Jimmy Martin	Education Support Employee
Mrs. Shanta Brown	Parent
Mrs. Aundrea Johnson	Parent
Mrs. Debra Gay	Parent
Mrs. Christi Lovely	Parent
Ms. Jeanne Lopez	Parent
Ms. Lawonda Wright	Parent
Jalisa Wilson	Student
Alex Lockhart	Student
Billie Lollie	Student
Brandi Griffin	Student
Mr. John Brewer	Business/Community
EI Rio	Business/Community
Mr. Jeff Kindelspire	Business/Community
Mrs. Lory Barwick	Teacher
Chadwick Griffin	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

After the SIP team reviewed the data from last year, the SAC was given a copy of the results. We met and discussed the results from the data. The SAC is involved in the approval of the plan as well as the preparation and evaluation.

b. Development of this school improvement plan

The school-based leadership team met to review and compile data for the 2016-17 School Improvement Plan. The School Leadership Team met on August 25, 2016 to discuss the data. SAC will meet next week to finalize data and discuss funds. In agreement, the 2016-17 SIP will submit the approved plan to the district office for approval.

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

The committee met on August 25, 2016 to discuss the annual budget and plan. Books for supplemental curriculum and parent nights were discussed and approved.

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

The School Improvement and SAC committee discussed and approval the purchase of two benches for the front of Hope School and four recycle bins for the school campus.

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

No

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

N/A

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.

We have teacher meetings to discuss any concerns. Grade level groups meet to discuss planning and instruction at least once per quarter. Hope School has a mentor Marzano teacher to help support others in the use of Marzano strategies through peer observations and to offer support in the teachers' growth plan.

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

Recruit-Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also partnered with Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the internet.

Retain-Newly hired teachers are provided a mentor and district support through the beginning teacher program. Professional development opportunities are provided by the coordination of local, state and federal fund sources to increase teacher effectiveness, and retain qualified teachers by providing a conducive environment for improving professional knowledge. This provides resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college course, etc.) for teachers to obtain their professional teaching certificate and/or become highly qualified in subject areas taught, and renewal of professional certificates for veteran teachers. Support teachers to improve instructional practices by the evaluation process developed through Race to the Top using the Marzano Frameworks.

Responsible- Dr. Millicent Braxton, Principal; Deputy Superintendent, Cheryl McDaniel; Director of Elementary and Early Childhood Carolyn Pilcher; Supervisor of Federal Programs, Michael Kilts; Teacher Evaluation Manager Cheryl McDaniel.

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

We do not have any beginning teachers. A mentoring program is established for new and beginning teachers at Hope. A mentor teacher assists the new and beginning teachers by completing classroom observations, completing a checklist designated by the district, offering lesson planning, coaching, and offering general support. They work together planning IEP's, curriculum, differentiated instruction and learning strategies for ESE students.

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.

Hope School uses access points that are aligned to Florida Standards. Some teachers use the Unique Learning System curriculum that is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Hope School has a mentor Marzano teacher to help support others in the use of Marzano strategies through peer observations.

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.

Teachers use data from a variety of curriculum and programs to provide and differentiated instruction. All students have an IEP which allows the lessons to be modified. The staff receives yearly in-services of Handle with Care, Autism/CARDS, and others based on the needs of the teacher and the 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:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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.

In an effort to ease the transition from Hope to a local school we begin the process by introducing the student to the new teacher at the IEP meeting for a change in placement. Teachers discuss the likes and dislikes of the students, including foods, as well as positive behavior supports. Teachers also discuss the types of assessments, capabilities of the student, and set a date/time for parents and student to visit the new school. The child's audit trail folder, cumulative record, and health record are sent to their new school. In the event that a student remains at Hope and moves up to another teacher, the teacher will take the student to visit their new classroom and introduce them to the new teacher and classroom staff. At this time the student may also sit in during circle time or other activities to familiarize the student with routines of the classroom. The new teacher will be given the students' portfolio of work at the time 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.

Students in grades 9-12 are using a social skills and transition curriculum along with academics. Teachers also use Dare to Dream and/or Stand Up for Me for self-determination. The students that have received their academic credits are enrolled in a Career Prep Course where some students are assigned to the Culinary Department at Hope. The other students are assigned to go out into the community and volunteer at local businesses to learn job skills.

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

N/A

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

N/A

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.

N/A

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In 2016-17 school year, Hope School will increase parent involvement in the school.
- G2.** In 2016-17 school year, Hope School will provide continuous support for creating and sustaining a nurturing school environment and establish a climate of high academic expectations for the students so their academic outcome, attendance and attitude will improve.

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. In 2016-17 school year, Hope School will increase parent involvement in the school. 1a

 G086657

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	61.0
FSAA Mathematics Achievement	61.0

Targeted Barriers to Achieving the Goal 3

- Time and locations of activities may not be feasible for parents to attend.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PTO, Community Partners, Social Media (Facebook Page)
- Family night, Family Reading Night, Book Fair
- Newsletter, monthly calendars

Plan to Monitor Progress Toward G1. 8

A sign-up sheet will be collected at each parent involvement activity.

Person Responsible

Karen Parrish

Schedule

Annually, from 9/12/2016 to 5/26/2017

Evidence of Completion

A summary report will be completed to reflect the number of parents involved.

G2. In 2016-17 school year, Hope School will provide continuous support for creating and sustaining a nurturing school environment and establish a climate of high academic expectations for the students so their academic outcome, attendance and attitude will improve. **1a**



Targets Supported **1b**

Indicator	Annual Target
FSAA Mathematics Achievement	58.0
FSAA ELA Achievement	61.0
Attendance rate	91.0

Targeted Barriers to Achieving the Goal **3**

- Students have difficulty with their basic reading and math skills.
- A small percentage of students seem to lack motivation and have low self-esteem.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Training
- Mentoring program
- Computer lab, Ipads, IReady reading and math programs and Smart-boards
- Teachers will work together on school related issues to help improve the education of each student as well as teacher and school morale.
- Lesson Study

Plan to Monitor Progress Toward G2. **8**

Attendance roster, DR, progress monitoring and FSAA and EOC results.

Person Responsible

Karen Parrish

Schedule

Semiannually, from 10/11/2016 to 5/26/2017

Evidence of Completion

Students and teachers will have better attendance. Students DR will decrease, as well as increased scores on Florida Standards Alternate Assessment, EOC's and IReady's reading/math scores.

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. In 2016-17 school year, Hope School will increase parent involvement in the school. **1**

 G086657

G1.B1 Time and locations of activities may not be feasible for parents to attend. **2**

 B230352

G1.B1.S1 Numerous opportunities and locations will be available for parents to attend school activities.

4

 S243003

Strategy Rationale

Would like to see more parents attend activities.

Action Step 1 **5**

Hope School will offer special activities at different times and different locations.

Person Responsible

Karen Parrish

Schedule

On 5/26/2017

Evidence of Completion

Sign-in Sheets

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

Administration will approve the times and locations of the special activities.

Person Responsible

Millicent Braxton

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

monthly calendars and newsletters with activities listed.

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

There will be more parental involvement in school activities.

Person Responsible

Karen Parrish

Schedule

Semiannually, from 10/3/2016 to 5/26/2017

Evidence of Completion

Parental involvement survey and sign-in sheets.

G2. In 2016-17 school year, Hope School will provide continuous support for creating and sustaining a nurturing school environment and establish a climate of high academic expectations for the students so their academic outcome, attendance and attitude will improve. 1

 G086658

G2.B1 Students have difficulty with their basic reading and math skills. 2

 B230353

G2.B1.S1 Hope School will use a support system among staff to implement differentiated instruction through the use of technology which is built into some of the teachers curriculum. 4

 S243004

Strategy Rationale

These new skills will help the students reach the reading and math goals and give the students a sense of achievement.

Action Step 1 5

Provide instruction to teachers on how to use whole/small groups, new apps and programs on computers to differentiate instruction to meet the individual needs of the students.

Person Responsible

Millicent Braxton

Schedule

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

Evidence of Completion

Lesson plans, observations and increase in students math and reading scores in the curriculum and programs that we provide for the students.

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

Student progress will be monitored through the use of formal and informal assessments.

Person Responsible

Karen Parrish

Schedule

Monthly, from 8/29/2016 to 4/28/2017

Evidence of Completion

Lesson plans, observation, student achievement scores, assessments, IReady reading/math scores, pre-post assessment from ULS. Grade groups will analyze student data.

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

The SIP team will determine effectiveness of apps and analyze FSAA and EOC math and reading results.

Person Responsible

Millicent Braxton

Schedule

Annually, from 1/9/2017 to 5/19/2017

Evidence of Completion

We will analyze the math and reading scores from the Florida Standards Alternate Assessment and EOC. Progress monitoring will be analyzed on reading/math programs.

G2.B2 A small percentage of students seem to lack motivation and have low self-esteem. 2

 B230354

G2.B2.S1 A mentor program will be formed to help staff learn new apps and technology in order to increase student academic outcome and social skills. 4

 S243005

Strategy Rationale

With the mentor program, staff will be able to use more technology with the students. With this intervention, student behavior, learning skills and motivation will improve.

Action Step 1 5

After receiving training on new apps and technology, the classroom staff will increase the use of technology with students.

Person Responsible

Millicent Braxton

Schedule

Semiannually, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson plans, observations, increase in Florida Standard Alternate Assessment and EOC scores, increased survey responses

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

With the use of the action plan, the students and staff attitude and learning will increase.

Person Responsible

Millicent Braxton

Schedule

Annually, from 8/29/2016 to 5/26/2017

Evidence of Completion

Scores from the Florida Standards Alternate Assessment and EOC, progress monitoring for different programs, and observations

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

The School Improvement Team will analyze data that has been collected to determine if the students are making progress in reading and math.

Person Responsible

Karen Parrish

Schedule

Semiannually, from 8/29/2016 to 5/26/2017

Evidence of Completion

Progress reports from educational programs and scores from the Florida Standards Alternate Assessment and EOC.

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  M325295	Student progress will be monitored through the use of formal and informal assessments.	Parrish, Karen	8/29/2016	Lesson plans, observation, student achievement scores, assessments, IReady reading/math scores, pre-post assessment from ULS. Grade groups will analyze student data.	4/28/2017 monthly
G2.B1.S1.MA1  M325294	The SIP team will determine effectiveness of apps and analyze FSAA and EOC math and reading results.	Braxton, Millicent	1/9/2017	We will analyze the math and reading scores from the Florida Standards Alternate Assessment and EOC. Progress monitoring will be analyzed on reading/math programs.	5/19/2017 annually
G1.MA1  M325293	A sign-up sheet will be collected at each parent involvement activity.	Parrish, Karen	9/12/2016	A summary report will be completed to reflect the number of parents involved.	5/26/2017 annually
G2.MA1  M325298	Attendance roster, DR, progress monitoring and FSAA and EOC results.	Parrish, Karen	10/11/2016	Students and teachers will have better attendance. Students DR will decrease, as well as increased scores on Florida Standards Alternate Assessment, EOC's and IReady's reading/math scores.	5/26/2017 semiannually
G1.B1.S1.MA1  M325291	There will be more parental involvement in school activities.	Parrish, Karen	10/3/2016	Parental involvement survey and sign-in sheets.	5/26/2017 semiannually
G1.B1.S1.MA1  M325292	Administration will approve the times and locations of the special activities.	Braxton, Millicent	10/3/2016	monthly calendars and newsletters with activities listed.	5/26/2017 monthly
G1.B1.S1.A1  A314432	Hope School will offer special activities at different times and different locations.	Parrish, Karen	10/10/2016	Sign-in Sheets	5/26/2017 one-time
G2.B1.S1.A1  A314433	Provide instruction to teachers on how to use whole/small groups, new apps and programs on...	Braxton, Millicent	8/15/2016	Lesson plans, observations and increase in students math and reading scores in the curriculum and programs that we provide for the students.	5/26/2017 monthly
G2.B2.S1.MA1  M325296	The School Improvement Team will analyze data that has been collected to determine if the students...	Parrish, Karen	8/29/2016	Progress reports from educational programs and scores from the Florida Standards Alternate Assessment and EOC.	5/26/2017 semiannually
G2.B2.S1.MA1  M325297	With the use of the action plan, the students and staff attitude and learning will increase.	Braxton, Millicent	8/29/2016	Scores from the Florida Standards Alternate Assessment and EOC, progress monitoring for different programs, and observations	5/26/2017 annually
G2.B2.S1.A1  A314434	After receiving training on new apps and technology, the classroom staff will increase the use of...	Braxton, Millicent	8/29/2016	Lesson plans, observations, increase in Florida Standard Alternate Assessment and EOC scores, increased survey responses	5/26/2017 semiannually

V. Professional Development Opportunities

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

G2. In 2016-17 school year, Hope School will provide continuous support for creating and sustaining a nurturing school environment and establish a climate of high academic expectations for the students so their academic outcome, attendance and attitude will improve.

G2.B1 Students have difficulty with their basic reading and math skills.

G2.B1.S1 Hope School will use a support system among staff to implement differentiated instruction through the use of technology which is built into some of the teachers curriculum.

PD Opportunity 1

Provide instruction to teachers on how to use whole/small groups, new apps and programs on computers to differentiate instruction to meet the individual needs of the students.

Facilitator

Christi Lovely, Karen Parrish and Dr. Braxton

Participants

Hope School Staff

Schedule

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

G2.B2 A small percentage of students seem to lack motivation and have low self-esteem.

G2.B2.S1 A mentor program will be formed to help staff learn new apps and technology in order to increase student academic outcome and social skills.

PD Opportunity 1

After receiving training on new apps and technology, the classroom staff will increase the use of technology with students.

Facilitator

Dr. Braxton, Christi Lovely, Karen Parrish

Participants

Hope School Staff

Schedule

Semiannually, from 8/29/2016 to 5/26/2017

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	Hope School will offer special activities at different times and different locations.	\$0.00
2	G2.B1.S1.A1	Provide instruction to teachers on how to use whole/small groups, new apps and programs on computers to differentiate instruction to meet the individual needs of the students.	\$0.00
3	G2.B2.S1.A1	After receiving training on new apps and technology, the classroom staff will increase the use of technology with students.	\$0.00
Total:			\$0.00