

Marion County Public Schools

Marion Youth Academy



2016-17 Schoolwide Improvement Plan

Marion Youth Academy

10420 NW GAINESVILLE RD, Lowell, FL 32663

[no web address on file]

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 7-12	No	9%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	86%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

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 Marion Youth Academy

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Marion Youth Academy (MYA) is to provide continuation of educational services in order to empower reassigned, expelled, and referred students by creating a culture that supports a personalized learning experience using the continuous improvement model.

b. Provide the school's vision statement.

Marion Youth Academy (MYA) provides personalized educational support for students at risk by creating and implementing alternatives for achieving success.

2. School Environment

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

MYA uses student demographic information, calendar year events, treatment team meetings, IEP meetings and one-on-one meetings with students to build relationships. Our transition specialist consults with students to provide individualized student services. Teachers are able to utilize personal and cultural background information on each student to better understand and meet specific needs. MYA uses calendar year lesson planning to celebrate a variety of students' cultures. Teachers allow student expression through writing poetry and essay contests. MYA has a diverse library for students to receive information about different cultures.

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

We have implemented Positive Behavior Support at MYA. PBS has allowed a safe environment conducive for learning. The PBS process has allowed staff to look at positive approaches to dealing with negative behaviors. The lead teacher also participates in treatment team meetings with the facility staff to strategize about students' current performance in school and outside of school. All youth are recognized for accomplishments and achievements.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-wide behavioral system is PBS. MYA has the PBS expectations posted in each classroom. The PBS expectations are reviewed regularly with the students. Our staff has been trained on the effective use of PBS in the classroom.

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.

MYA has an on-site guidance counselor and a transition specialist. All students have access to personal and group counseling through specially trained and certified behavioral therapists. MYA has an on-site RCS who works with ESE students and their families to determine the most beneficial and effective accommodations.

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.

N/A

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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

N/A

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

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

2. Description

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.

MYA builds partnerships with the community through special presentations to the student body. Some past programs have included presentations by Sickel Cell Disease Association of America, The United States Military, alliance programs with local attorneys affiliated with justice education projects, The

Discovery Science Center of Ocala, The Jacksonville Zoo, and The Very Special Artists Artist in Residency Program. Workforce plays an integral role in providing students with job skills and support needed to be successful upon exit. Students gain career skills and knowledge through HBI programs sponsored by the Department of Juvenile Justice and Department of Education. Grants and donations from the community are sought. The school distributes a quarterly newsletter to parents and concerned others. Teachers collaborate with the Public Education Foundation to secure classroom supplies and grants.

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
Abshier, Dama	Principal
Thomas, Dwan	Assistant Principal
Williamson, Calvis	Instructional Coach
Miller, Jennifer	Instructional Coach
Elkins, Arthur	Instructional Coach

b. Duties

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

The leadership team meets the last Monday of each month for at least two hours. The leadership team discusses site based issues and brainstorms effective resolutions. The leadership team is comprised of the lead teacher from each site, the curriculum coordinator, The principal, and the program manager.

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 leadership team meets with Title I specialist Dr. Ira Neal, once a month to go over our Title I budget and to review how to spend funds. The leadership team works directly to purchase resources that are research based and aligned with the Florida Standards. The person responsible for making sure the resources are available is the curriculum coordinator, lead teacher and program manager. The curriculum coordinator, lead teacher and program manager also provides training on what is appropriate to purchase and how the purchase should benefit student outcomes.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dama Abshier	Principal
Dwan Thomas	Principal
Calvis Williamson	Teacher
Derek Ponder	Business/Community
Mr. Lightsey	Education Support Employee
JPO	Parent
Jennifer Miller	Teacher
Lt. Ray Piotti	Parent
Mr. Flether	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee will look over the school improvement plan and give feedback on any concerns. The SAC committee will meet once a quarter to discuss the progress of the department and any updates.

b. Development of this school improvement plan

The school improvement plan is developed by the leadership team, but the school improvement plan is reviewed by the SAC committee. The leadership and school based committee came together over the summer to develop the plan and work on ideas and goals that will improve instructional and career readiness skills in our schools.

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

The school's annual budget and plan is developed by the leadership team and the SAC committee reviews the budget plan.

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

N/A

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
Williamson, Calvis	Instructional Coach
Hobart, Winona	Teacher, ESE

b. Duties

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

The LLT ensures that all classrooms have up-to-date relevant libraries. Teachers are receiving literacy training across the curriculum. The LLT has purchased supplemental materials for content area reading strategies.

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.

MYA has collaborative weekly planning meetings. The lead teacher models effective instruction to give the teachers opportunities to learn new strategies. The modeling also allows teachers to practice new skills and implement innovative lessons. Teachers meet quarterly by subject areas for collaboration. Teachers also do thematic calendar units. MYA also meets weekly to discuss learning goals and academic outcomes. Program manager has built professional development and team building exercise every early release day.

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

Qualified applicants will be screened from the district website/pool of applicants. MYA has a mentoring program for new teachers who will be paired with experienced master teachers. Staff Development, has the PEC program for first year teachers who will participate in and complete the new teacher program through the district, as well as ongoing professional development for less experienced to more experienced teachers. The district has incorporated planning time for teachers and for teacher collaboration in the regular school day and teacher work days.

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

New teachers are paired with lead teachers to complete the districts PEC program. The rationale for pairing and planned mentoring activities is derived with master teachers to review MBI's, assessment information, modeling strategies, instruction process, and site specific rules and regulations.

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.

The Mastery Based Instruction syllabus, that our program provides to students, are all aligned with the Florida Standards. The GED program, that we also offer the students, is also aligned with Florida Standards. Our schools reviews and follows the curriculum maps. The program manager also attends district training to receive the new information from DOE about new curriculum. Instructional coaches

are also working closely with teachers and the district to make sure our sites are following Florida Standards. MYA teachers and administration staff receive professional development on Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Students are assessed upon entry to determine reading and math skill levels. Based on test results and transcript, students are assigned individualized materials, which include a variety of differentiated lessons. State adapted textbooks have differentiated strategies to help with increasing student proficiency. ESE accommodations are provided based on individual need. The TABE data is used to help teachers provide instruction to students in areas that they have deficits in.

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: Summer Program

Minutes added to school year: 102,918

Students receive additional school days during the summers. School is year round at MYA. The summer time allows us additional time to work on student achievement and get students credits caught up.

Strategy Rationale

Students receive more time with highly qualified teachers and also gives students more time to complete MBIs.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Thomas, Dwan , dwan.thomas@marion.k12.fl.us

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

GED Test, TABE test, and completed MBIs. CAPE certification thru Microsoft and HBI construction program

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.

N/A

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.

MYA has a transition specialist that provides support to students about college and career awareness. We offer workforce training to our students, which provides our students with customer service certifications and other certifications from Workforce Inc. HBI provides construction readiness skills, OSHA certification, and First Aid and CPR. MYA also invites community stakeholders to educate our students on local business.

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

Safe Food Handling Certification, Customer Service Certification, Construction Readiness Certification, Occupational Safety & Health Administration certifications. First Aid and CPR

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

We provide career courses and the teachers integrate career education along with their subject areas by focusing on skills necessary for career focus.

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.

The area of strength of MYA is the collaboration of the teachers and non-instructional staff. Areas that we need to improve on is engaging instructional strategies.

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.

The why is our students are extremely deficit in a lot of subject areas because 70% of them have not been in school our have a learning disability.

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.** Transition students successfully to a safe and positive community environment.
- G2.** If the focus of instruction delivery and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams.

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. Transition students successfully to a safe and positive community environment. 1a

G087400

Targets Supported 1b

Indicator	Annual Target
	95.0

Targeted Barriers to Achieving the Goal 3

- Parent involvement
- School districts and Principals at the students base school
- communication between district transition specialist

Resources Available to Help Reduce or Eliminate the Barriers 2

- Transitional Specialist
- DJJ Northeast region education coordinator- Renette Crosby
- Trauma Informed care training
- Guidance Counselor
- Vocational Rehab
- Fast Track
- Catapult
- SRMI/ New Leaf educational sites
- DJJ JPO

Plan to Monitor Progress Toward G1. 8

I will collect data on how many student transition successfully back to their communities

Person Responsible

Dwan Thomas

Schedule

Quarterly, from 8/1/2016 to 6/30/2017

Evidence of Completion

I will have MIS to pull data on number of credits recovered, number of students that graduated, and number of students that have registered for post-secondary education

G2. If the focus of instruction delivery and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams. 1a

G087401

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Targeted Barriers to Achieving the Goal 3

- Anti-social behaviors
- Students enter the program with reading and/or language deficiencies (phonics, fluency, and speaker of other languages, comprehension, and vocabulary).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1N& D
- Access to Juvenile Probation officers
- District Staff (Student Services)
- Staff Development
- Curriculum Coordinator
- Access to District Reading program
- Lead Teacher-Reading Coach's
- TABE test
- Star reading Test

Plan to Monitor Progress Toward G2. 8

Looking at reading assignments

Person Responsible

Dwan Thomas

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Review TABE and STAR Test results. Conduct Quarterly Literacy Team Meetings and weekly Leadership team meetings.

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

 = Problem Solving Step  S123456 = Quick Key


G1. Transition students successfully to a safe and positive community environment. 1

 G087400

G1.B1 Parent involvement 2

 B232308

G1.B1.S1 Getting the parent involved early on in the transitional process. 4

 S245169

Strategy Rationale

Letting the parent know the positives of their child outcomes and having the parent help the student develop a transitional plan for them when they leave

Action Step 1 5

We have hired two transitional specialist the work closely to make sure students transition back to society successfully

Person Responsible

Dwan Thomas

Schedule

Daily, from 8/1/2016 to 6/30/2017

Evidence of Completion

Action Step 2 5

Sending out information to the parent early on in the transitional period and making sure we share the good information as well as the bad.

Person Responsible

Arthur Elkins

Schedule

On 6/30/2017

Evidence of Completion

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

Making sure parent know who the transitional specialist is and also have the specialist call parents early.

Person Responsible

Dwan Thomas

Schedule

Quarterly, from 8/1/2016 to 6/30/2017

Evidence of Completion

Transitional call log and follow-up log to make sure there reaching out to parents to inform them of their child academic and behavior progress. Having the transitional specialist being involved in the treatment team.

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

We will collect data in June to see how many students transition back successful to their communities

Person Responsible

Dwan Thomas

Schedule

On 6/30/2017

Evidence of Completion

Title One N&D ask for data quarterly on how many students graduate, Credits earned and how many students have complete or entered post-secondary education.

G2. If the focus of instruction delivery and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams. 1

G087401

G2.B4 Anti-social behaviors 2

B232316

G2.B4.S1 The staff will be trained to implement Positive Behavior Support, a system developed by the University of South Florida. The training will help teachers to focus on greater attainment and maintenance of positive behaviors through the application of specific techniques and strategies. 4

S245172

Strategy Rationale

If staff is trained in and utilizes PBS, then student behavior problems will decrease.

Action Step 1 5

PBS Training

Person Responsible

Dama Abshier

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Agendas, attendance logs, and evaluation forms

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

PBS Walk through

Person Responsible

Dwan Thomas

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Dwan Thomas will visit sites once a month with Title 1 supervisor to oversee that PBS is being used with fidelity. He will also seek input from teachers and students as to the effectiveness of the program.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Tracking discipline referral

Person Responsible

Dwan Thomas

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Review of discipline referrals that teachers submit to the lead teachers. Walk-throughs to check for student engagements.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Positive referrals/ Student of the week/ PBS expectations are posted in all the classrooms

Person Responsible

Dale Wade

Schedule

Monthly, from 8/24/2015 to 6/1/2016


Evidence of Completion

Review of data for students who are showing positive behavior in school and rewarding those students.

G2.B7 Students enter the program with reading and/or language deficiencies (phonics, fluency, and speaker of other languages, comprehension, and vocabulary). 2

 B232319

G2.B7.S1 Diagnose reading deficiencies of level 1 and level 2 students or those scoring 2 or more levels below their current grade level as measured by entry assessments. Small group instruction in intensive reading classes complemented by student's use of computer-based reading programs to focus on areas of individual need. 4

 S245173

Strategy Rationale

If we look at our small group instruction and level 1 and 2 students with reading deficiencies, it will allow us to see which students need interventions to help him/her improve in their reading proficiency.

Action Step 1 5

CIS Training

Person Responsible

Calvis Williamson

Schedule

Monthly, from 8/1/2016 to 6/30/2017

Evidence of Completion

Sign in sheet from training. The curriculum coach will go over what the CIS training overview was about.

Action Step 2 5

DBQ Training

Person Responsible

Calvis Williamson

Schedule

On 6/30/2017

Evidence of Completion

Curriculum Coordinator will conduct walk-throughs in intensive reading teacher classroom looking for strategies used from DBQ training.

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

CIS walk throughs

Person Responsible

Dale Wade

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Curriculum Coordinator will do walk throughs in intensive reading teacher classroom looking for stratgies used in the CIS training.

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

DBQ Walk Throughs

Person Responsible

Calvis Williamson

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for stratgies used in the DBQ training

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Teacher Observations

Person Responsible

Calvis Williamson

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walk throughs looking for intervention put in place thru DBQ and CIS training

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Class assessments

Person Responsible

Dale Wade

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Looking at TABE test and STAR test results.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Treatment Team

Person Responsible

Dale Wade

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The lead teacher will meet with facility staff each week to discuss each student and the needs that will help the student perform better.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Literacy Team Meetings

Person Responsible

Dale Wade

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The Literacy team meets once quarterly to implement reading across the curriculum.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Review of past assessments

Person Responsible

Sarah Umholtz

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Teachers will look at students past assessments and make judgements on placement and interventions.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Progress/ Report Cards

Person Responsible

Sarah Umholtz

Schedule

Quarterly, from 8/24/2015 to 6/1/2016






Evidence of Completion

IPC will make sure the teacher grades are input into SMS

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.MA1 M330245	Looking at reading assignments	Thomas, Dwan	8/24/2015	Review TABE and STAR Test results. Conduct Quarterly Literacy Team Meetings and weekly Leadership team meetings.	6/1/2016 weekly
G2.B4.S1.MA1 M330234	Positive referrals/ Student of the week/ PBS expectations are posted in all the classrooms	Wade, Dale	8/24/2015	Review of data for students who are showing positive behavior in school and rewarding those students.	6/1/2016 monthly
G2.B4.S1.MA1 M330235	PBS Walk through	Thomas, Dwan	8/24/2015	Dwan Thomas will visit sites once a month with Title 1 supervisor to oversee that PBS is being used with fidelity. He will also seek input from teachers and students as to the effectiveness of the program.	6/1/2016 monthly
G2.B4.S1.MA2 M330236	Tracking discipline referral	Thomas, Dwan	8/24/2015	Review of discipline referrals that teachers submit to the lead teachers. Walk-throughs to check for student engagements.	6/1/2016 monthly
G2.B4.S1.A1 A317386	PBS Training	Abshier, Dama	8/24/2015	Agendas, attendance logs, and evaluation forms	6/1/2016 monthly
G2.B7.S1.MA1 M330237	Teacher Observations	Williamson, Calvis	8/24/2015	Walk throughs looking for intervention put in place thru DBQ and CIS training	6/1/2016 weekly
G2.B7.S1.MA4 M330238	Class assessments	Wade, Dale	8/24/2015	Looking at TABE test and STAR test results.	6/1/2016 monthly
G2.B7.S1.MA5 M330239	Treatment Team	Wade, Dale	8/24/2015	The lead teacher will meet with facility staff each week to discuss each student and the needs that will help the student perform better.	6/1/2016 weekly
G2.B7.S1.MA7 M330240	Literacy Team Meetings	Wade, Dale	8/24/2015	The Literacy team meets once quarterly to implement reading across the curriculum.	6/1/2016 quarterly
G2.B7.S1.MA8 M330241	Review of past assessments	Umholtz, Sarah	8/24/2015	Teachers will look at students past assessments and make judgements on placement and interventions.	6/1/2016 monthly
G2.B7.S1.MA9 M330242	Progress/ Report Cards	Umholtz, Sarah	8/24/2015	IPC will make sure the teacher grades are input into SMS	6/1/2016 quarterly
G2.B7.S1.MA1 M330243	CIS walk throughs	Wade, Dale	8/24/2015	Curriculum Coordinator will do walk throughs in intensive reading teacher classroom looking for stratgies used in the CIS training.	6/1/2016 weekly
G2.B7.S1.MA2 M330244	DBQ Walk Throughs	Williamson, Calvis	8/24/2015	Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for stratgies used in the DBQ training	6/1/2016 weekly
G1.MA1 M330233	I will collect data on how many student transition successfully back to their communities	Thomas, Dwan	8/1/2016	I will have MIS to pull data on number of credits recovered, number of students that graduated, and number of students that have registered for post-secondary education	6/30/2017 quarterly
G1.B1.S1.MA1 M330231	We will collect data in June to see how many students transition back successful to their...	Thomas, Dwan	8/1/2016	Title One N&D ask for data quarterly on how many students graduate, Credits earned and how many students have complete or entered post-secondary education.	6/30/2017 one-time

Marion - 9721 - Marion Youth Academy - 2016-17 SIP
Marion Youth Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M330232	Making sure parent know who the transitional specialist is and also have the specialist call...	Thomas, Dwan	8/1/2016	Transitional call log and follow-up log to make sure there reaching out to parents to inform them of their child academic and behavior progress. Having the transitional specialist being involved in the treatment team.	6/30/2017 quarterly
G1.B1.S1.A1  A317384	We have hired two transitional specialist the work closely to make sure students transition back to...	Thomas, Dwan	8/1/2016		6/30/2017 daily
G1.B1.S1.A2  A317385	Sending out information to the parent early on in the transitional period and making sure we share...	Elkins, Arthur	8/1/2016		6/30/2017 one-time
G2.B7.S1.A1  A317387	CIS Training	Williamson, Calvis	8/1/2016	Sign in sheet from training. The curriculum coach will go over what the CIS training overview was about.	6/30/2017 monthly
G2.B7.S1.A2  A317388	DBQ Training	Williamson, Calvis	8/1/2016	Curriculum Coordinator will conduct walk-throughs in intensive reading teacher classroom looking for stratgies used from DBQ training.	6/30/2017 one-time

V. Professional Development Opportunities

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

G2. If the focus of instruction delivery and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams.

G2.B4 Anti-social behaviors

G2.B4.S1 The staff will be trained to implement Positive Behavior Support, a system developed by the University of South Florida. The training will help teachers to focus on greater attainment and maintenance of positive behaviors through the application of specific techniques and strategies.

PD Opportunity 1

PBS Training

Facilitator

Dama Abshier/ University of South Florida Trainer

Participants

All of Alternative Programs, SRMI, PACE, and Catapult

Schedule

Monthly, from 8/24/2015 to 6/1/2016

G2.B7 Students enter the program with reading and/or language deficiencies (phonics, fluency, and speaker of other languages, comprehension, and vocabulary).

G2.B7.S1 Diagnose reading deficiencies of level 1 and level 2 students or those scoring 2 or more levels below their current grade level as measured by entry assessments. Small group instruction in intensive reading classes complemented by student's use of computer-based reading programs to focus on areas of individual need.

PD Opportunity 1

CIS Training

Facilitator

Casey Busha

Participants

Intensive reading teacher with alternative programs

Schedule

Monthly, from 8/1/2016 to 6/30/2017

PD Opportunity 2

DBQ Training

Facilitator

Calvis Jones

Participants

All Alternative Programs Staff

Schedule

On 6/30/2017

VI. Technical Assistance Items

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

G1. Transition students successfully to a safe and positive community environment.

G1.B1 Parent involvement

G1.B1.S1 Getting the parent involved early on in the transitional process.

TA Opportunity 1

We have hired two transitional specialist the work closely to make sure students transition back to society successfully

Facilitator

Mr. Harris and Mrs. Cheryl Smith

Participants

The teacher and non-instructional staff

Schedule

Daily, from 8/1/2016 to 6/30/2017

VII. Budget

1	G1.B1.S1.A1	We have hired two transitional specialist the work closely to make sure students transition back to society successfully	\$0.00
2	G1.B1.S1.A2	Sending out information to the parent early on in the transitional period and making sure we share the good information as well as the bad.	\$0.00
3	G2.B4.S1.A1	PBS Training	\$0.00
4	G2.B7.S1.A1	CIS Training	\$0.00
5	G2.B7.S1.A2	DBQ Training	\$0.00
Total:			\$0.00