

Marion County Public Schools

Mcso Adults



2016-17 Schoolwide Improvement Plan

Mcso Adults

700 NW 30TH AVE, Ocala, FL 34475

[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 9-12	No	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	93%

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 Mcso Adults

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 County Sheriff Office Adults program (MCSO) is to provide a continuation of educational services that empowers reassigned, expelled, and referral students by creating a culture that supports a personalized learning experience and by using the continuous improvement model.

b. Provide the school's vision statement.

MCSO provides personal and educational support for students at risk of not making continuous progress in school 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.

MCSO uses student demographic information, calendar year events, treatment team meeting, IEP meetings and one-on-one meetings with students to build relationships. Our transition specialist provides individualized services for our students and teachers to gain personal and cultural background information on each student. MCSO uses calendar year lesson planning to celebrate a variety of students cultures. Teachers allow student expression through writing, poetry, and essay. MCSO has a diverse library selection 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 MCSO. 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 talk about the students current status in school and how students are doing outside of school. All students are recognized for accomplishments and or 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. MCSO has PBS expectations posted in each classroom. PBS expectations are reviewed regularly with the students. Our staff has been trained on PBS and how to use PBS effectively in the classroom. MCSO has a redirection room for students who are unable to comply with the school behavior matrix.

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.

MCSO has an on site guidance counselor and transition specialist. In addition the facility also has a on-site counselor that the teachers can refer youth in crisis. MCSO also has an on-site resource compliance specialist to ensure students with disabilities needs are met.

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.

MCSO builds partnerships with the community by inviting speakers to come and talk to the students. Some programs we use are Sickel Cell Sisease Association of America. The Centers Inc., Tobacco Cessation, volunteer librarian; and our lead teacher goes to facility advisory meetings. The lead teacher

is actively seeking a business partner at MCSO. A toastmasters instructor comes to the facility to teach our students about inprompt to speaking. The Jacksonville Zoo comes yearly to speak to our students about animals habits, ecosystems, and how animals affect and impact the environment. A VSA artist comes out and teaches our students about the importance of art. Workforce of Ocala comes out to speak with our students about careers and life goals.

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
Thomas, Dwan	Assistant Principal
Williamson, Calvis	Instructional Coach
Miller, Jennifer	Other
Hobart, Winona	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 leadership team meets every Monday for one hour. The leadership team discusses site based issues, brainstorms effective resolutions. We talk about what goals the education staff need to accomplish. 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. The curriculum coordinator 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	Education Support Employee
Calvis Williamson	Teacher
Jane Routee	Business/Community
Derek Ponder	Business/Community
Mr. Lightsey	Education Support Employee
JPO	Parent
Jennifer Miller	Education Support Employee
Wendy Hobart	Teacher
Lt. Ray Piotti	Business/Community
John Fletcher	Education Support Employee

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.

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.

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 review 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
Miller, Jennifer	Dean

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 reviewing 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.

MCSO 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. MCSO also meets weekly to discuss learning goals and academic outcomes.

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. MCSO 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. MCSO 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.

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:

Strategy Rationale

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

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

NA

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.

MCSO 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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the focus of instructional 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. If the focus of instructional 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

G087402

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
Dropout Rate	10.0

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 G1. 8

Looking at reading assignments

Person Responsible

Dwan Thomas

Schedule

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

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. If the focus of instructional 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**

 **G087402**

G1.B4 Anti-social behaviors **2**

 **B232324**

G1.B4.S1 The staff will be train on Positive Behavior Support thru University of South Florida. The training will consist of ways to help student with behavior problems and ways to deal with the problems in a positive manner. **4**

 **S245174**

Strategy Rationale

If staff is train in PBS, then student behavior problems will decrease.

Action Step 1 **5**

PBS Training

Person Responsible

Dwan Thomas

Schedule

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

Evidence of Completion

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

PBS Walk through

Person Responsible

Dwan Thomas

Schedule

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

Evidence of Completion

Dwan Thomas will visit sites once a month with Title 1 supervisory to oversee that PBS is being used with fidelity and also asking teachers and students for ways to improve PBS.

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

Tracking discipline referral

Person Responsible

Dwan Thomas

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Jennifer Miller


Schedule

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

Evidence of Completion

Looking at data for students who are showing positive behavior in school and rewarding the student.

G1.B7 Students enter the program with reading and/or language deficiencies (phonics, fluency, and speaker of other languages, comprehension, and vocabulary). **2**

 B232327

G1.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**

 S245175

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 needs what interventions to help him/her improve in their reading proficiency.

Action Step 1 **5**

CIS Training

Person Responsible

Calvis Williamson

Schedule

On 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

Agendas, attendance logs, and evaluation forms

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

CIS walk throughs

Person Responsible

Jennifer Miller

Schedule

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

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 G1.B7.S1 6

DBQ Walk Throughs

Person Responsible

Calvis Williamson

Schedule

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

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 G1.B7.S1 7

Teacher Observations

Person Responsible

Calvis Williamson

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Class assessments

Person Responsible

Jennifer Miller

Schedule

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

Evidence of Completion

Looking at TABE test and STAR test results.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Treatment Team

Person Responsible

Jennifer Miller

Schedule

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

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 G1.B7.S1 7

Literacy Team Meetings

Person Responsible

Jennifer Miller

Schedule

On 6/30/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Review of past assessments

Person Responsible

Dwan Thomas

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Progress/ Report Cards

Person Responsible

Dwan Thomas

Schedule

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

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					
G1.MA1  M330257	Looking at reading assignments	Thomas, Dwan	8/1/2016	Review TABE and STAR Test results. Conduct Quarterly Literacy Team Meetings and weekly Leadership team meetings.	6/30/2017 weekly
G1.B4.S1.MA1  M330246	Positive referrals/ Student of the week/ PBS expectations are posted in all the classrooms	Miller, Jennifer	8/1/2016	Looking at data for students who are showing positive behavior in school and rewarding the student.	6/30/2017 monthly
G1.B4.S1.MA1  M330247	PBS Walk through	Thomas, Dwan	8/1/2016	Dwan Thomas will visit sites once a month with Title 1 supervisory to oversee that PBS is being used with fidelity and also asking teachers and students for ways to improve PBS.	6/30/2017 monthly
G1.B4.S1.MA2  M330248	Tracking discipline referral	Thomas, Dwan	8/1/2016	Looking over discipline referrals that teachers submit to the lead teachers. Walk-throughs to check for student engagements.	6/30/2017 monthly
G1.B4.S1.A1  A317389	PBS Training	Thomas, Dwan	8/1/2016		6/30/2017 monthly
G1.B7.S1.MA1  M330249	Teacher Observations	Williamson, Calvis	8/1/2016	Walk throughs looking for intervention put in place thru DBQ and CIS training	6/30/2017 weekly
G1.B7.S1.MA4  M330250	Class assessments	Miller, Jennifer	8/1/2016	Looking at TABE test and STAR test results.	6/30/2017 monthly
G1.B7.S1.MA5  M330251	Treatment Team	Miller, Jennifer	8/1/2016	The lead teacher will meet with facility staff each week to discuss each student and the needs that will help the student perform better.	6/30/2017 weekly
G1.B7.S1.MA6  M330252	Literacy Team Meetings	Miller, Jennifer	8/1/2016	The Literacy team meets once quarterly to implement reading across the curriculum	6/30/2017 one-time
G1.B7.S1.MA7  M330253	Review of past assessments	Thomas, Dwan	8/1/2016	Teachers will look at students past assessments and make judgements on placement and interventions	6/30/2017 monthly
G1.B7.S1.MA8  M330254	Progress/ Report Cards	Thomas, Dwan	8/1/2016	IPC will make sure the teacher grades are input into SMS	6/30/2017 quarterly
G1.B7.S1.MA1  M330255	CIS walk throughs	Miller, Jennifer	8/1/2016	Curriculum Coordinator will do walk throughs in intensive reading teacher classroom looking for stratgies used in the CIS training.	6/30/2017 weekly
G1.B7.S1.MA2  M330256	DBQ Walk Throughs	Williamson, Calvis	8/1/2016	Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for stratgies used in the DBQ training	6/30/2017 weekly
G1.B7.S1.A1  A317390	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 one-time
G1.B7.S1.A2  A317391	DBQ Training	Williamson, Calvis	8/1/2016	Agendas, attendance logs, and evaluation forms	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.

G1. If the focus of instructional 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.

G1.B4 Anti-social behaviors

G1.B4.S1 The staff will be train on Positive Behavior Support thru University of South Florida. The training will consist of ways to help student with behavior problems and ways to deal with the problems in a positive manner.

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 8/1/2016 to 6/30/2017

G1.B7 Students enter the program with reading and/or language deficiencies (phonics, fluency, and speaker of other languages, comprehension, and vocabulary).

G1.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

On 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.

VII. Budget

1	G1.B4.S1.A1	PBS Training	\$0.00
2	G1.B7.S1.A1	CIS Training	\$0.00
3	G1.B7.S1.A2	DBQ Training	\$0.00
Total:			\$0.00