

Hope School

2958 CHEROKEE STREET, Marianna, FL 32446

<http://hope.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	44%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Jackson County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	25
Appendix 3: Budget to Support Goals	25

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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. Hope School has a varsity, JV, three on three basketball teams and a volleyball team. Hope also have a varsity, JV cheerleading and a cheer squad. Track and Field is also a part of Hope School.

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.
 5. Principal will conduct walk-through for classroom management.

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. Teachers have numerous in-services (CARS and Access) throughout the year for students with disability and their social-emotional needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	2	3	5	1	6	4	12	7	2	2	3	1	11	59
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	1	0	0	2	3	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	3	3	1	0	0	0	0	0	7

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	1	0	0	2	3	0	0	0	0	0	0	6

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/454242>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 at Kindel Lanes and Marianna Pizza Hut. This helps the community and the students to have a sense of pride in them. Hope School recruits for other community and business partners by staff input and other business partners' referrals. The Methodist Men's Group (Coffee Club) sponsors the Student of the Quarter party. Delta Sigma Theta Sorority provides snacks. FCI in Marianna sponsors the annual holiday party for all students from Hope School. Kindel Lanes provides bowling to all students 8-22 years of age. They give an end of the year party with pizza and trophies. Cottondale High School Beta Club provides parties and dances for Hope School. They help with Harvest Day, Valentine's Day and Easter activities. Numerous volunteers will help with different activities.

- Kindel Lanes Bowling Alley
- Marianna Pizza Hut
- FCI
- Cottondale JR and High Beta Club
- Walmart
- Methodist Men's Coffee Club

C. Effective Leadership

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
Parrish, Karen	Teacher, ESE
Hand, Joy	Teacher, ESE
Blackmon, Cynthia	Teacher, ESE
Wiggins, Tanya	Teacher, ESE
Redmon, Karen	Teacher, ESE
Melvin, Sherrie	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.

School leadership team members met to review the School Improvement Plan. At the school, the team met with teachers and staff to collect and analyze student data. The data analysis assisted with interventions based on individual student needs and provided support with technology. The leadership team meets multiple times with the PTO, SAC committee, and grade groups to make decisions assisting the educational needs of our students. School leadership team meets multiple times which include regular emails. Dr. Braxton and Karen Parrish are responsible.

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 analyzed data from FSAA student scores, Unique Learning System assessment, and IReady assessments. Analysis of this data assisted teachers in making decisions regarding student educational needs.

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

The school leadership team meets multiple times a year which include regular emails. 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. 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	Education Support Employee
Jalisa Wilson	Student
Billie Lollie	Student
Brandi Griffin	Student
Mr. John Brewer	Business/Community
El Rio	Business/Community
Mr. Jeff Kindelspire	Business/Community
Mrs. Lory Barwick	Teacher
Chadwick Griffin	Student
Lessie Johnson	Teacher
Amos Spires	Education Support Employee
Mikal Watson	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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. SAC will meet and discuss the results from the data. SAC is involved in the evaluation and approval of the plan.

b. Development of this school improvement plan

The school leadership team met to analyze data for the 2017-18 School Improvement Plan. SAC will meet to finalize the School Improvement Plan and discuss distribution of funds. Upon agreement, the 2017-18 SIP committee will submit the approved plan to the district office for approval.

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

The SAC committee will meet at the beginning of the year to discuss the annual budget, curriculum, resource materials, and parent nights. The SAC committee will meet on October 19 at 8:30 am and 2:00 pm to discuss and approve spending of the funds.

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 parent involvement activities and technology.

Curriculum Assoc. IReady supplemental book \$984.37

Dell-teacher's laptop for instruction \$3,816.96

CDW-G \$1,928.14

CDW-G \$566.75

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.

N/A

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teacher meetings are held monthly to discuss concerns, upcoming events, instructional strategies, and opportunities for professional development. At least once per nine weeks, grade level groups will meet to discuss planning, instruction, and classroom management strategies. Hope School uses a Marzano trained teacher to support teachers in using strategies through peer observations, growth plan development, and the with evaluation process. In a collaborative effort, teachers select a school wide growth target and peer observations were conducted by each teacher to improve instructional practices.

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.

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.

School Adds: Hope School has three new teachers this 2017-18 school year. Ms. Emily Burge and Mr. Adam Weiland with Mrs. Parrish as mentor. Mr. Jack Glover with Mrs. Hand as mentor.

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. Hope School uses Florida Standard aligned programs that are approved by the district.

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.

To provide differentiated instruction, data is used to develop student IEP's which allows lessons to be modified. Examples are as follows:

Small group instruction

3:1 ratio

Chunking lessons

Hands on activities

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 School 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 students, including foods and positive behavior supports. They discuss the types of assessments, capabilities of the student, and set a date/time for parents/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 School 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 2017-18 school year, Hope School will increase parent involvement in the school.

- G2.** In 2017-18 school year, Hope School will provide ongoing training for teachers and staff to create and sustain a nurturing school environment to establish a climate of high academic expectations for meeting the learning needs of all students.

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 2017-18 school year, Hope School will increase parent involvement in the school. 1a

G095005

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	62.0
FSAA Mathematics Achievement	62.0

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), Twitter, and Remind
- Family night, Family Reading Night, Special Activities, Special Educational Activities, Special Olympics Events
- Newsletter, monthly calendars, and Remind

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Karen Parrish

Schedule

Quarterly, from 8/8/2017 to 5/25/2018

Evidence of Completion

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

G2. In 2017-18 school year, Hope School will provide ongoing training for teachers and staff to create and sustain a nurturing school environment to establish a climate of high academic expectations for meeting the learning needs of all students. 1a

G095006

Targets Supported 1b

Indicator	Annual Target
FSAA Mathematics Achievement	62.0
FSAA ELA Achievement	62.0
Attendance rate	91.0

Targeted Barriers to Achieving the Goal 3

- Due to their learning disabilities, students have difficulty with acquisition of basic reading and math skills.
- Lack of training for support staff

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training, PAEC
- Mentoring program (for new teachers and paraprofessionals)
- Computer lab, Ipads, IReady reading and math programs, computer-based education programs, Smart-boards and curriculum.
- Teacher and staff collaboration

Plan to Monitor Progress Toward G2. 8

Attendance roster, DR, progress monitoring. FSAA and EOC results, and staff meetings/reflections.

Person Responsible

Karen Parrish

Schedule

Semiannually, from 8/10/2017 to 5/28/2018

Evidence of Completion

Students, teachers and staff will have better attendance. Students DR will decrease. Florida Standards Alternate Assessment, EOC's and computer-based programs reading/math scores will increase.

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 2017-18 school year, Hope School will increase parent involvement in the school. **1**

🔑 G095005

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

🔑 B255733

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

4

🔑 S270289

Strategy Rationale

Parent participation will increase for school activities.

Action Step 1 **5**

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

Person Responsible

Karen Parrish

Schedule

Triannually, from 8/8/2017 to 5/25/2018

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 8/8/2017 to 5/25/2018

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 8/8/2017 to 5/25/2018

Evidence of Completion

Parental involvement survey and sign-in sheets.

G2. In 2017-18 school year, Hope School will provide ongoing training for teachers and staff to create and sustain a nurturing school environment to establish a climate of high academic expectations for meeting the learning needs of all students. 1

G095006

G2.B1 Due to their learning disabilities, students have difficulty with acquisition of basic reading and math skills. 2

B255734

G2.B1.S1 Teachers and staff will improve instructional practices for facilitating academic instructions. 4

S270290

Strategy Rationale

Students will improve academic attainment in reading and math.

Action Step 1 5

Teacher and staff will provide instruction using curriculum, whole/small groups, computer-based program to differentiate the individual learning needs of each student.

Person Responsible

Millicent Braxton

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, observations, reading and math scores

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

Millicent Braxton

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, observation, student achievement scores, assessments, computer-based programs scores, pre-post assessment from ULS.

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

The SIP team will determine effectiveness of computer-based programs and analyze FSAA and EOC math and reading results.

Person Responsible

Millicent Braxton

Schedule

Annually, from 1/15/2018 to 6/29/2018

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 Lack of training for support staff 2

 B255735

G2.B2.S1 While receiving training from PAEC, Hope School support staff will be able to facilitate lessons with teachers in a positive interaction with students. 4

 S270291

Strategy Rationale

Support staff will better assist the teacher in facilitate learning in all school settings so students will increase their reading and math levels.

Action Step 1 5

Hope School teachers in conjunction with PAEC will provide support staff monthly trainings which will include online and face to face with reflection opportunities.

Person Responsible

Millicent Braxton

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Reflections, observations and increased survey responses

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

Administration and PAEC will monitor support staff completion of assignments and reflections.

Person Responsible

Millicent Braxton

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Activity agenda, sign in sheets and reflection logs

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

Teachers and Administrative will observe improved implemented of instruction thus fostering positive interactions between support staff and students.

Person Responsible

Millicent Braxton

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

observations, and evaluations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M386449	A sign-up sheet will be collected at each parent involvement activity.	Parrish, Karen	8/8/2017	A summary report will be completed to reflect the number of parents involved.	5/25/2018 quarterly
G1.B1.S1.MA1 M386447	There will be more parental involvement in school activities.	Parrish, Karen	8/8/2017	Parental involvement survey and sign-in sheets.	5/25/2018 semiannually
G1.B1.S1.MA1 M386448	Administration will approve the times and locations of the special activities.	Braxton, Millicent	8/8/2017	monthly calendars and newsletters with activities listed.	5/25/2018 monthly
G1.B1.S1.A1 A361816	Hope School will offer special activities at different times and different locations.	Parrish, Karen	8/8/2017	Sign-in Sheets	5/25/2018 triannually
G2.B1.S1.MA1 M386451	Student progress will be monitored through the use of formal and informal assessments.	Braxton, Millicent	8/10/2017	Lesson plans, observation, student achievement scores, assessments, computer-based programs scores, pre-post assessment from ULS.	5/25/2018 monthly
G2.B1.S1.A1 A361817	Teacher and staff will provide instruction using curriculum, whole/ small groups, computer-based...	Braxton, Millicent	8/10/2017	Lesson plans, observations, reading and math scores	5/25/2018 monthly
G2.B2.S1.MA1 M386452	Teachers and Administrative will observe improved implemented of instruction thus fostering...	Braxton, Millicent	8/10/2017	observations, and evaluations	5/25/2018 semiannually
G2.B2.S1.MA1 M386453	Administration and PAEC will monitor support staff completion of assignments and reflections.	Braxton, Millicent	8/10/2017	Activity agenda, sign in sheets and reflection logs	5/25/2018 monthly
G2.B2.S1.A1 A361818	Hope School teachers in conjunction with PAEC will provide support staff monthly trainings which...	Braxton, Millicent	8/10/2017	Reflections, observations and increased survey responses	5/25/2018 semiannually
G2.MA1 M386454	Attendance roster, DR, progress monitoring. FSAA and EOC results, and staff meetings/reflections.	Parrish, Karen	8/10/2017	Students, teachers and staff will have better attendance. Students DR will decrease. Florida Standards Alternate Assessment, EOC's and computer-based programs reading/math scores will increase.	5/28/2018 semiannually
G2.B1.S1.MA1 M386450	The SIP team will determine effectiveness of computer-based programs and analyze FSAA and EOC math...	Braxton, Millicent	1/15/2018	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.	6/29/2018 annually

V. Professional Development Opportunities

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

G2. In 2017-18 school year, Hope School will provide ongoing training for teachers and staff to create and sustain a nurturing school environment to establish a climate of high academic expectations for meeting the learning needs of all students.

G2.B1 Due to their learning disabilities, students have difficulty with acquisition of basic reading and math skills.

G2.B1.S1 Teachers and staff will improve instructional practices for facilitating academic instructions.

PD Opportunity 1

Teacher and staff will provide instruction using curriculum, whole/small groups, computer-based program to differentiate the individual learning needs of each student.

Facilitator

Karen Parrish and Dr. Braxton

Participants

Hope School Staff

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G2.B2 Lack of training for support staff

G2.B2.S1 While receiving training from PAEC, Hope School support staff will be able to facilitate lessons with teachers in a positive interaction with students.

PD Opportunity 1

Hope School teachers in conjunction with PAEC will provide support staff monthly trainings which will include online and face to face with reflection opportunities.

Facilitator

PAEC, Dr. Braxton & Karen Parrish

Participants

Hope School support staff and teachers

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Hope School will offer special activities at different times and different locations.	\$0.00
2	G2.B1.S1.A1	Teacher and staff will provide instruction using curriculum, whole/small groups, computer-based program to differentiate the individual learning needs of each student.	\$0.00
3	G2.B2.S1.A1	Hope School teachers in conjunction with PAEC will provide support staff monthly trainings which will include online and face to face with reflection opportunities.	\$0.00
Total:			\$0.00