

Marion Youth Academy



2017-18 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)	2016-17 Title I School	2016-17 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	83%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Marion 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>.

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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 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 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. We discuss with the students caseworks and psychologist when we see that a student has issues in the classroom. Sequel company that runs MYA has been very supportive and work with education staff to make sure each child feels safe and respected in the classroom.

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 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.

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	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 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 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 Sickle 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. Glen Moehling from Ocala Utilities comes out each month to provide the student with skills in the electrical field.

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
	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, teachers and the coordinator.

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 N&D sites, 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 coordinator. The curriculum coordinator, lead teacher and 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
Jennifer Miller	Teacher
John Fletcher, FA	Business/Community
Napoleon DuBois, AFA	Business/Community
Adeniki Leahmon	Teacher
Arthur Elkins	Teacher
Major Irma Terry	Business/Community
Capt. Kenneth Coleman	Business/Community
Capt Jeffery Williams	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

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

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. The SAC committee provides options to improve parent involvement at our DJJ sites

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.

No

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

The School Advisory Council (SAC) will meet quarterly to serve as a consultative body that provides recommendations on strategies for school improvement. The SAC will serve as an instrumental group to bring in additional resources to enhance the education program at all Alternative Programs sites. The SAC will serve as an advocacy group representing the educational program within the residential and detention facilities, as well as the community at large. The SAC will be informed of all educational initiatives and review the School Improvement Plan for implementation of initiatives at all educational sites. The SAC will make all efforts to ensure that educational and treatment services are effectively coordinated between the educational programs and the facilities these programs are housed within. We will recruit parents and business partners.

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 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.

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. Coordinator 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. HBI construction program, UnJammed-blended learning, Safe-Food handling certification.

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.

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 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To Provide high quality engaging instruction to the close the achievement gap among student that are in the same cohort.

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. To Provide high quality engaging instruction to the close the achievement gap among student that are in the same cohort. 1a

G096063

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	10.0

Targeted Barriers to Achieving the Goal 3

- Student motivation
- classroom management

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support
- Unjammed- Blended learning while involving technology in the classroom
- Professional development with team building events
- District Professional
- FDLRS- Differentiated Instruction training
- Curriculum coordinator

Plan to Monitor Progress Toward G1. 8

The teacher evaluation will allow me the opportunity to monitor what the teacher are teaching and provide feedback to the teachers

Person Responsible

Dwan Thomas

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

The MCIES will provide evidence on how many teachers are effective and high effective when it comes to providing high quality engaging instruction.

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. To Provide high quality engaging instruction to the close the achievement gap among student that are in the same cohort. **1**

 **G096063**

G1.B4 Student motivation **2**

 **B258631**

G1.B4.S1 PBS will allow us to give students motivation to know what is expected and also complete their school work. **4**

 **S273833**

Strategy Rationale

If we provide a positive learning environment with students knowing the expectation of the facility and students also being rewarded for doing the right thing.

Action Step 1 **5**

Providing teacher training on how to implement PBS in their classroom successfully

Person Responsible

Dwan Thomas

Schedule

On 5/31/2018

Evidence of Completion

Class disruption and discipline referrals should decrease by 15%.

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

I will conduct teacher evaluations well and classroom walk-thru to make sure teachers are implementing PBS with fidelity.

Person Responsible

Dwan Thomas

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Each week I will conduct teacher evaluation thru our MCIES system to make sure at least 85% of our teachers are implementing PBS strategies in the classroom.

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

The teacher evaluation and the amount of discipline referrals turn in by our teachers

Person Responsible

Dwan Thomas

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

I will use discipline data provided by our transition manager Mrs. Niemann to see where the problem areas are located. I will also use student data

G1.B4.S2 UnJammed with blended learning and providing technology in the classroom. 4

 S273834

Strategy Rationale

If we can make the lessons engaging and provided technology from the UnJammed grant we received students will be more engaged and willing to participate in the classroom.

Action Step 1 5

UnJammed in the classroom- Assignment on projects that are requirements for the UnJammed program. UnJammed has allowed us to offer blended learning with technology to offer our students in the classroom.

Person Responsible

Dwan Thomas

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Facilitator will share scheduled events to teaching staff for classroom implementation. A new technology initiative will be implemented each month.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

The teachers will have assignments that are due each month on projects that will need implementation in the classroom.

Person Responsible

Dwan Thomas

Schedule

On 5/31/2018

Evidence of Completion

The evidence will come from fidelity of the projects and also teacher evaluations on the projects with UnJammed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

We will provide professional development on the Unjammed projects and make sure the projects are implemented with fidelity.

Person Responsible

Dwan Thomas








Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

I will look at teacher evaluation to look for evidence of blended learning in the classroom and also the use of technology in the classroom.

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  M394608	The teacher evaluation will allow me the opportunity to monitor what the teacher are teaching and...	Thomas, Dwan	8/7/2017	The MCIES will provide evidence on how many teachers are effective and high effective when it comes to providing high quality engaging instruction.	5/31/2018 weekly
G1.B4.S1.MA1  M394604	The teacher evaluation and the amount of discipline referrals turn in by our teachers	Thomas, Dwan	8/7/2017	I will use discipline data provided by our transition manager Mrs. Niemann to see where the problem areas are located. I will also use student data	5/31/2018 weekly
G1.B4.S1.MA1  M394605	I will conduct teacher evaluations well and classroom walk-thru to make sure teachers are...	Thomas, Dwan	8/7/2017	Each week I will conduct teacher evaluation thru our MCIES system to make sure at least 85% of our teachers are implementing PBS strategies in the classroom.	5/31/2018 weekly
G1.B4.S1.A1  A367673	Providing teacher training on how to implement PBS in their classroom successfully	Thomas, Dwan	8/7/2017	Class disruption and discipline referrals should decrease by 15%.	5/31/2018 one-time
G1.B4.S2.MA1  M394606	We will provide professional development on the Unjammed projects and make sure the projects are...	Thomas, Dwan	8/7/2017	I will look at teacher evaluation to look for evidence of blended learning in the classroom and also the use of technology in the classroom.	5/31/2018 weekly
G1.B4.S2.MA1  M394607	The teachers will have assignments that are due each month on projects that will need...	Thomas, Dwan	8/7/2017	The evidence will come from fidelity of the projects and also teacher evaluations on the projects with Unjammed.	5/31/2018 one-time
G1.B4.S2.A1  A367674	Unjammed in the classroom- Assignment on projects that are requirements for the Unjammed program....	Thomas, Dwan	8/7/2017	Facilitator will share scheduled events to teaching staff for classroom implementation. A new technology initiative will be implemented each month.	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. To Provide high quality engaging instruction to the close the achievement gap among student that are in the same cohort.

G1.B4 Student motivation

G1.B4.S1 PBS will allow us to give students motivation to know what is expected and also complete their school work.

PD Opportunity 1

Providing teacher training on how to implement PBS in their classroom successfully

Facilitator

Mr. Thomas, Dr. Dama Abshier, and Mr. Robert Alexander

Participants

Instructional and Non-Instructional

Schedule

On 5/31/2018

G1.B4.S2 UnJammed with blended learning and providing technology in the classroom.

PD Opportunity 1

Unjammed in the classroom- Assignment on projects that are requirements for the Unjammed program. Unjammed has allowed us to offer blended learning with technology to offer our students in the classroom.

Facilitator

Kat Crawford, Mrs. Christy Hill, Mr. Robert Alexander, and Mr. Richard Schlosser, and Sophia Ford

Participants

Instructional and Non-Instructional

Schedule

Weekly, from 8/7/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Providing teacher training on how to implement PBS in their classroom successfully				\$5,506.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	9721 - Marion Youth Academy	Title, I Part D		\$1,036.00
			Notes: This training and support is handled through the district.			
	5100	310-Professional and Technical Services	9721 - Marion Youth Academy	Title, I Part D		\$2,250.00
			Notes: Notes			
	5100	590-Other Materials and Supplies	9721 - Marion Youth Academy	Title, I Part D		\$1,020.00
			Notes: Notes			
	5100	510-Supplies	9721 - Marion Youth Academy	Title, I Part D		\$1,200.00
			Notes: Notes			
2	G1.B4.S2.A1	Unjammed in the classroom- Assignment on projects that are requirements for the Unjammed program. Unjammed has allowed us to offer blended learning with technology to offer our students in the classroom.				\$1,584.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	9721 - Marion Youth Academy	Other		\$1,584.00
			Notes: Expenses for Unjammed was covered by The Center for Excellence in Alternative Settings- 4 iPADS			
Total:						\$7,090.00