



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gaines Alternative At Hamblen

1 CHRISTOPHER ST
St Augustine, FL 32084
904-547-8560
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School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

63%

Alternative/ESE Center

Yes

Charter School

No

Minority Rate

38%

School Grades History

2013-14**2012-13****2011-12****2010-11****2009-10**

NOT GRADED

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Gaines Alternative At Hamblen

Principal

Patricia McMahon

School Advisory Council chair

Matt Potak

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Alberto Crespo	Teacher
Dan Wilson	Counselor

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is representative of the ethnic diversity of the school's student population. A majority of SAC members are not employed at the school site.

Involvement of the SAC in the development of the SIP

All members of the SAC are involved in development of the plan.

Activities of the SAC for the upcoming school year

The SAC team will have monthly meetings, an annual parent meeting, and sponsor parenting classes each semester for the 2013-2014 school year.

Projected use of school improvement funds, including the amount allocated to each project

498.72 to be used for chairperson stipend.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Patricia McMahon

Principal

Years as Administrator: 14

Years at Current School: 9

Credentials

Educational Leadership MA
 Hearing Impaired k-12 BA
 English Education 6-12 BA
 Middle School Endorsement
 ESOL

Performance Record

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

3

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

3, 100%

ESOL endorsed

1, 33%

reading endorsed

1, 33%

with advanced degrees

2, 67%

National Board Certified

1, 33%

first-year teachers

1, 33%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

1, 33%

with 15 or more years of experience

1, 33%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

To recruit and hire HQ staff the school utilizes the County PATS hiring system. Due to the school's Title 1 status only Highly Qualified staff are interviewed and hired. The Gaines Alternative School has participated in district level minority recruitment efforts and worked with our colleges and universities to identify potential teachers. The Administration also works closely with new teachers and assigns veteran teachers to mentor new teachers. New teachers are also included in the County teacher Mentoring Program. The Administration fosters open communication between teachers, staff and Administrators. The staff is encouraged to meet as a professional learning community to discuss strategies to

improve the students' behavior as well as academic performance and to offer staff development opportunities.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Veteran teachers are matched with new teachers for mentoring. Because the Gaines Alternative School is facilitated in a learning lab environment, the teachers work closely together. Weekly staff meetings ensure that all needs for both students and staff are being met.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Students are sent to the Gaines Alternative School for a 45 day placement when behavior necessitates removal from their home zoned school. Typically the school follows the MTSS plan that a student has already in place. Students do receive group counseling to meet individual/behavioral needs. In some cases if a student is sent to the Gaines Alternative School and is not already on an MTSS tier, the school will begin to gather the necessary data to ensure that the home zoned school can continue the monitoring to get the necessary services for the student.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function and responsibility for the school based leadership team is the continual monitoring of student behavior, attendance and progress during their time here.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Weekly meetings with teaching staff enables the team to keep up with attendance, behavior and academic progress. Additional staff with the school psychologist further helps to gather data for students already on an MTSS plan, and to start the initial process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Gaines curriculum is facilitated through a computer learning lab in order to meet the various needs of students in grades 5-12. The student schedule is replicated from the home zoned school and followed accordingly. There is a pull out reading and math class to address those students struggling in those areas, and to prepare them for FCAT/EOC.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Weekly meetings are held to update staff on new students, or changes in the MTSS database. Parents are always invited to these meetings.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Laural Coon, Psychologist, Dan Wilson-Behavior Interventionist,	P. McMahon-Principal, D. Tagliarin-Bahaviorist

How the school-based LLT functions

The team meets weekly to address various issues that affect the educational process of Gaines students, including academics, mental health services and social services.

Major initiatives of the LLT

The major initiative of the team this year will be to improved services provided to students and families, and to increase the number of resources offered to parents.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All students scoring level 1 on the FCAT receive tutoring from a reading endorsed teacher. Reading is taught on a daily basis and is supplemented with Achieve 3000/Teenbiz and FCAT Buckle Up.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school. Once the students complete the 45 days, they return to that school. Classes are replicated from the home zoned school.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school. Once the students complete the 45 days, they return to that school. Classes are replicated from the home zoned school.

Strategies for improving student readiness for the public postsecondary level

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school. Once the students complete the 45 days, they return to that school. Classes are replicated from the home zoned school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 3: Mathematics

High School Mathematics

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		27%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		52%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		52%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

While every parent is invited to join SAC at registration, 99% of parents decline. Due to short term enrollment and lack of school activities parental involvement is difficult to increase in the Alternative School setting. Student enrollment at the Alternative School does not foster positive feelings for parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement by 5%	0	0%	5%

Area 10: Additional Targets

Additional targets for the school

The school will employ the aspects of the Character Counts! program by targeting one pillar per month with student activities.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA	0	0%	0%

Goals Summary

- G1.** Decreasing Out of School Suspension
- G2.** Increase parental Involvement
- G3.** Increase Therapeutic Services at Gaines Alternative School

Goals Detail

G1. Decreasing Out of School Suspension

Targets Supported

Resources Available to Support the Goal

- staff

Targeted Barriers to Achieving the Goal

- Limited resources

Plan to Monitor Progress Toward the Goal

Lower number of OSS

Person or Persons Responsible

staff

Target Dates or Schedule:

quarterly, end of year

Evidence of Completion:

computer data

G2. Increase parental Involvement

Targets Supported

- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- staff

Targeted Barriers to Achieving the Goal

- Lack of parent interest

Plan to Monitor Progress Toward the Goal

increased parent contact

Person or Persons Responsible

staff/administration

Target Dates or Schedule:

quarterly,end of year

Evidence of Completion:

total number of contacts

G3. Increase Therapeutic Services at Gaines Alternative School

Targets Supported

- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- Staff

Targeted Barriers to Achieving the Goal

- Only one staff member available to counsel students

Plan to Monitor Progress Toward the Goal

Number of students seen

Person or Persons Responsible

Behavior Interventionist

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Counseling Log

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decreasing Out of School Suspension

G1.B1 Limited resources

G1.B1.S1 Creatively schedule ISS placements

Action Step 1

ISS placement in other classes

Person or Persons Responsible

staff

Target Dates or Schedule

daily

Evidence of Completion

ISS assignment log (referrals)

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

ISS placement

Person or Persons Responsible

staff

Target Dates or Schedule

quarterly

Evidence of Completion

referrals

Plan to Monitor Effectiveness of G1.B1.S1

ISS placements

Person or Persons Responsible

staff

Target Dates or Schedule

quarterly

Evidence of Completion

referrals, comparison data

G1.B1.S2 Increase parent contact

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase parental Involvement

G2.B1 Lack of parent interest

G2.B1.S1 Teachers will make more frequent parent contact to increase parental interest while their student is at the Gaines Alternative School.

Action Step 1

parent contact

Person or Persons Responsible

staff

Target Dates or Schedule

ongoing

Evidence of Completion

staff/teacher log

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

increase parent contact

Person or Persons Responsible

staff

Target Dates or Schedule

ongoing

Evidence of Completion

staff logs

Plan to Monitor Effectiveness of G2.B1.S1

increased parent contact

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

logs

G3. Increase Therapeutic Services at Gaines Alternative School

G3.B1 Only one staff member available to counsel students

G3.B1.S1 Behavior Interventionist will schedule group and individual sessions with Gaines Students to address mental health issues.

Action Step 1

Counseling sessions

Person or Persons Responsible

Behavior Interventionist

Target Dates or Schedule

weekly

Evidence of Completion

Counselor log

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Counseling sessions

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Counseling log

Plan to Monitor Effectiveness of G3.B1.S1

Number of students being seen, follow up services

Person or Persons Responsible

Behavior Interventionist

Target Dates or Schedule

Quarterly

Evidence of Completion

Counseling logs

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 funds are used to pay the salary of the Coordinator of Student Intervention. His primary duties are to provide behavior supports to students. Additionally, he runs group and individual sessions on drug education, violence prevention, community resources and job readiness skills.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals