

Bill Duncan Opportunity Center



2017-18 Schoolwide Improvement Plan

Bill Duncan Opportunity Center

3333 WINTER LAKE RD, Lakeland, FL 33803

<http://schools.polk-fl.net/bdoc/>

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 6-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Polk 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	9
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	17
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	23

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 Bill Duncan Opportunity Center

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

To provide a safe and orderly learning environment and enable our students to accept responsibility for their own growth and education.

b. Provide the school's vision statement.

Every student will transition back to their home school equipped with social skills and study habits necessary to be successful, productive students.

2. School Environment

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

The process in which the school learns about students' culture and builds relationships between teachers and students are through the use of community stakeholders. The community stakeholders includes parents, businesses, and school staff. This is done by providing parent meetings, which is a way that parents can stay involved with their students education, and by using assessment data from the Florida Standards Assessment (FSA). There is a class built into the school day to enhance the social, emotional and teacher/student relationship, as well as other relational support systems.

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

Bill Duncan Opportunity Center creates a safe, respectful, and orderly learning environment in the following ways:

1. Entrance to the campus is monitored by on site security.
2. All doors on campus are locked at all times.
3. School Resource Deputy is assigned to our campus.
4. Administration, teachers, and other staff are assigned supervision duties before school, during class changes, lunch duty, and after school/bus dismissal.
5. All students must enter through the metal detector and remain in a well supervised common area until dismissed and escorted to class.
6. Emergencies procedures are discussed and practiced school-wide and periodically throughout the school year.
7. No student movement is allowed without an adult escort throughout the school day.
8. A strict student dress code reflects professionalism, confidence and enhances student safety.
9. Bullying curriculum is provided by the Polk County School District and is presented on District mandatory dates.
10. Students can report bullying to any adult on campus or online through the anonymous reporting system.

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.

General procedures:

1. We utilize the CHAMPS approach to aid in classroom management.
2. We follow progressive discipline and the referral database as set forth by Bill Duncan and Polk School District.
3. School-wide Electronic Device Policy: All personal student electronic devices are prohibited during the school day.

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.

The school ensures the social-emotional needs of all students are met in the following ways:

1. Guidance Counselor/School Social Worker/Mental Health Counselor provide one on one or group counseling:

School-wide programs (delivered individually and small group)

- Academic advisement
- Parent conferences
- Attendance referrals
- Alcohol and drug group
- Special education referrals
- Outside agency referrals

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.

The early warning system is used to to identify students that are not progressing academically, having attendance issues, and in jeopardy of being retained and/or not graduating. The indicators are:

- *Absent 10% or more of the days enrolled (using truancy def.).
- *Credits earned less than required for student progress.
- *GPA Below 2.0.
- *Level 1 score on FSA ELA
- *Level 1 score on FSA Math/EOC
- *Over-age 2 or more years for the grade level.
- *Total number of OSS days is greater than 3.

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		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
*Absent 10% or more of the days enrolled (using truancy def.).	0	0	0	0	0	0	1	3	9	6	7	3	1	30	
*Credits earned less than required for student progress.	0	0	0	0	0	0	1	0	5	7	10	3	0	26	
*GPA Below 2.0.	0	0	0	0	0	0	2	4	9	10	10	3	0	38	
*Level 1 score on FSA ELA	0	0	0	0	0	0	1	4	8	4	6	0	0	23	
*Level 1 score on FSA Math/EOC	0	0	0	0	0	0	1	5	7	4	9	1	1	28	
*Over-age 2 or more years for the grade level.	0	0	0	0	0	0	2	3	6	5	4	0	1	21	
*Total number of OSS days is grater than 3	0	0	0	0	0	0	1	0	5	4	4	2	1	17	

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	
	0	0	0	0	0	0	0	4	4	0	3	1	0	12

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

1. Student incentives to promote attendance/achievement.
2. Student/teacher data chats.
3. PBIS (built-in incentives)
4. Attendance letters are mailed home for students who have:
 - 5 days unexcused absences
 - 10 days unexcused absences
 - Parent conference
5. Academic counseling

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.

Provide students and parents with information on alternate places to access technology, i.e. the library, community centers, and non-profit organizations. Provide information to parents concerning obtaining assistance on using parent portal. In addition, the school social worker builds community partnerships by partnering with various community partnerships that can provide food, clothing, and housing to meet individual students needs.

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
Cooley, Leigh Anne	Principal
Gentry, Sheryl	Assistant Principal
Smith, James	Dean
Brooks, Edwin	Teacher, ESE
Blake, William	School Counselor
Barrand, Angela	Dean
Pender, Geraldine	Attendance/Social Work
Serrano, Pete	SAC Member

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 is comprised of Administrators, Guidance Counselor, Deans, Mental Health Counselor and Social Worker. Each member of the team is responsible for taking an active role in student achievement. Members will monitor academic and behavioral progress of students. All members will have active roles during MTSS process. Documentation of individual student intervention will be documented. Team will monitor student progress by reviewing data.

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 MTSS Team will focus meetings on how to improve school. Teacher effectiveness and students achievement using the Problem Solving Model. The MTSS Leadership Team will meet once a month (and as needed) to engage in the following activities:

- Oversee a multi-tiered model of instructional delivery
- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or

high risk for not meeting benchmarks.

- Help teachers in designing feasible strategies and interventions for struggling students by collaborating regularly; problem solving; sharing effective practices; evaluating implementation; assisting in making decisions for the school, teachers and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.
- Focus on improving student achievement outcome with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Identify professional development needs and resources
- Intervention teams will foster a sense of collegiality and mutual support among the staff; promote the use of evidence-based interventions; and support teachers in carrying out intervention plans.
- Violence Prevention Services provides violence and drug prevention programs include anti-bullying, gang awareness, and gun awareness. Students may report bullying by notifying any adult in the school or report through an online portal. Once reported, the Deans meet with the students and/or parents to resolve the issues and to prevent further incidences of bullying.
- Adult Education: Students are provided with information related to adult education options upon request.
- Career and Technical Education: Students at the school have career education instruction incorporated into elective classes and specific academic courses.
- Job Training: Not applicable to the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Leigh Anne Cooley	Principal
Tony Green	Business/Community
Randi Jantz	Education Support Employee
Susan Smith-Fields	Teacher
Pete Serrano	Business/Community
Angela Barrand	Teacher
James Smith	Teacher

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 will review school improvement plan and make recommendations concerning the SIP and parent involvement activities.

b. Development of this school improvement plan

The SAC will review school improvement plan and make recommendations concerning the SIP and parent involvement activities.

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

The SAC funds will be used to help implement and reinforce Florida Standards and District initiatives to enhance school needs.

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

The SAC funds currently reflect a small amount of funds donated to the school's SAC committee to be used as needed from unused teacher LEAD funds.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cooley, Leigh Anne	Principal
Gentry, Sheryl	Assistant Principal
Smith, James	Dean
Bishop, Vicky	Teacher, ESE
Barrand, Angela	Dean

b. Duties

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

Conducts on-going assessment in order to monitor the progress of all students; ensures implementation of intervention support and documentation to "catch students up" using mini lessons; ensures and participates in adequate professional learning to support the implementation; develops a culture of expectation with the school staff for the implementation of best practices school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and behavioral needs.

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.

The school's strategies to encourage positive working relationships between teachers include:

1. Collaborative planning and instruction
2. Faculty meetings
3. Department PLCs
4. Open Door Policies
5. Accolades
6. Teacher mentoring

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

By using the district RHS website, job fairs and other resources from the district we will hire certified or eligible teachers. Then we provide an effective support system with leadership and peer mentoring as needed.

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

Role modeling by professionals and peers to demonstrate appropriate behaviors and responses to certain situations. The use of collaborative planning, will help teachers to design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, along with assisting in making decisions for school, teacher, and student improvement.

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.

Based on the data, teachers decide what skills need to be re-taught in a whole lesson to the entire class, decide what skills need to be moved to mini-lessons or re-teach for the whole class and decide what skills need to be re-taught to targeted students. At the end of the unit, teachers give a common assessment identified from the curriculum material using the Florida State Assessment 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.

Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. At the end of the unit, teachers give a common assessment identified from the core curriculum material.

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: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gentry, Sheryl, sheryl.gentry@polk-fl.net

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.

BDOC is a no choice alternative center school which serves grades 6-12. Student's are assigned to BDOC throughout the year for a period of 45, 90 and 180 days.

1. Student's are assigned to BDOC following infractions based on the District's Student Code of Conduct.
2. New student orientation is held weekly on Wednesday.
3. Student's academic schedules are matched according to their zoned school schedule to include credit recovery and intensive supports.
4. Prior to student's returning to their zoned school, a transition meeting shares relevant information regarding grades, behaviors, strengths and needs to assist the zoned school in the placement when returning to their zoned school.

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.

Our Guidance Counselor assists 8th Grader's in accessing Florida Shines to research careers and increase awareness of opportunities (9-12). Students will complete inventories, and/or participate in guest speakers presentations.

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

Bill Duncan is adjacent to Traviss Technical College which has many certification programs, as well as a High School track. Interested and eligible student's may tour the facility prior to transition to seek opportunities there. We have an onsite vocation class for exploration at BDOC.

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

Due to the nature of our center, all teachers integrate real life applications within the academic content to support careers.

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.

Due to the nature of our school which is not a graduating center the High School Feedback Report does not include data specific to BDOC. We do provide remediation for academically struggling students as prescribed in the Polk County Student Progression Plan.

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.** Student achievement will improve when the cumulative student attendance rate improves to within 20 percentage points of the district attendance rate.

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. Student achievement will improve when the cumulative student attendance rate improves to within 20 percentage points of the district attendance rate. 1a

G098094

Targets Supported 1b

Indicator	Annual Target
Attendance rate	75.52
Chronic Absenteeism	35.0

Targeted Barriers to Achieving the Goal 3

- Poor family support for regular student attendance.
- Discipline issues negatively impact attendance and therefore instructional time for students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social worker to intervene when absences reach minimal truancy levels.
- Teacher/school incentives for attendance. PBIS

Plan to Monitor Progress Toward G1. 8

Monitoring of attendance data.

Person Responsible

Leigh Anne Cooley

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data reports

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. Student achievement will improve when the cumulative student attendance rate improves to within 20 percentage points of the district attendance rate. **1**

 **G098094**

G1.B1 Poor family support for regular student attendance. **2**

 **B263855**

G1.B1.S1 Use orientation process to stress attendance expectations and resources for families. **4**

 **S279451**

Strategy Rationale

Building positive supports within the school will bridge the needs for families to support efforts to improve attendance.

Action Step 1 **5**

Initial orientation meeting for incoming students and parents will include detailed information about attendance expectations; family resources to support them; and possible consequences of poor attendance.

Person Responsible

Sheryl Gentry

Schedule

Weekly, from 8/8/2017 to 5/23/2018

Evidence of Completion

New student/parent orientation participation through sign-in and survey.

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

Periodic review of the orientation presentation. Administration will evaluate the impact quarterly and make adjustments if needed.

Person Responsible

Leigh Anne Cooley

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Orientation presentation; parent feedback

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

Weekly attendance reports provided by social worker.

Person Responsible

Geraldine Pender

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

current attendance rates; interventions for individual students; ideas and suggestions for improvements.

G1.B2 Discipline issues negatively impact attendance and therefore instructional time for students. **2**

 B263856

G1.B2.S1 Constant monitoring and early interventions through school resource personnel, Pinnacle attendance and Genesis discipline. **4**

 S279452

Strategy Rationale

Early intervention intercepts chronic attendance and discipline issues.

Action Step 1 **5**

Monitoring discipline school-wide per infraction and identifying students to target for interventions.

Person Responsible

James Smith

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Weekly spreadsheet provided to admin.

Action Step 2 **5**

Family/student contact and counseling, including home visits and monitoring attendance and discipline for targeted students.

Person Responsible

Geraldine Pender

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Weekly spreadsheet provided to admin.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review of spreadsheets provided by Social Worker and Deans by administration.

Person Responsible

Leigh Anne Cooley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data provided is discussed for actions during administrative and MTSS meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Checking Attendance and Discipline reports on Genesis and collecting data on changes and trends.

Person Responsible

Leigh Anne Cooley

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Generate charts based on collected data, as well as collected meeting notes.

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.B1.S1.MA1 M407377	Weekly attendance reports provided by social worker.	Pender, Geraldine	8/21/2017	current attendance rates; interventions for individual students; ideas and suggestions for improvements.	5/21/2018 weekly
G1.B1.S1.A1 A376628	Initial orientation meeting for incoming students and parents will include detailed information...	Gentry, Sheryl	8/8/2017	New student/parent orientation participation through sign-in and survey.	5/23/2018 weekly
G1.MA1 M407381	Monitoring of attendance data.	Cooley, Leigh Anne	8/10/2017	Data reports	5/24/2018 quarterly
G1.B1.S1.MA1 M407378	Periodic review of the orientation presentation. Administration will evaluate the impact quarterly...	Cooley, Leigh Anne	8/10/2017	Orientation presentation; parent feedback	5/24/2018 quarterly
G1.B2.S1.MA1 M407379	Checking Attendance and Discipline reports on Genesis and collecting data on changes and trends.	Cooley, Leigh Anne	9/1/2017	Generate charts based on collected data, as well as collected meeting notes.	5/24/2018 monthly
G1.B2.S1.MA1 M407380	Review of spreadsheets provided by Social Worker and Deans by administration.	Cooley, Leigh Anne	8/10/2017	Data provided is discussed for actions during administrative and MTSS meetings.	5/24/2018 weekly
G1.B2.S1.A1 A376629	Monitoring discipline school-wide per infraction and identifying students to target for...	Smith, James	8/10/2017	Weekly spreadsheet provided to admin.	5/24/2018 daily
G1.B2.S1.A2 A376630	Family/student contact and counseling, including home visits and monitoring attendance and...	Pender, Geraldine	8/10/2017	Weekly spreadsheet provided to admin.	5/24/2018 daily

V. Professional Development Opportunities

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

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	Initial orientation meeting for incoming students and parents will include detailed information about attendance expectations; family resources to support them; and possible consequences of poor attendance.	\$0.00
2	G1.B2.S1.A1	Monitoring discipline school-wide per infraction and identifying students to target for interventions.	\$0.00
3	G1.B2.S1.A2	Family/student contact and counseling, including home visits and monitoring attendance and discipline for targeted students.	\$0.00
Total:			\$0.00