

Volusia County Schools

Daytona Juvenile Residential Facility



2018-19 Schoolwide Improvement Plan

Daytona Juvenile Residential Facility

1386 INDIAN LAKE RD, Daytona Beach, FL 32124

<http://myvolusiaschools.org/alternative-education/pages/departments-of-juvenile-justice-sites.aspx>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	41%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Volusia 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.

2018-19 DA Category and Statuses for Daytona Juvenile Residential Facility

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

We believe that all students should be provided with opportunities for educational success. Therefore, our mission is to assist in developing independent skills in students that promote graduation assurance through a structured alternative program during an unintentional break in the traditional school environment.

b. Provide the school's vision statement.

Our greatest contribution is to be sure that every stakeholder ensures every student learns, grows and feels respected; They don't care until they know we care.

2. School Environment

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

Each entering student's records are reviewed to determine academic needs as well as academic supports. Intake assessments include DJJ Common Assessment, FAIR Assessment, Learning Style Inventory and My Career Shines. Schedules are designed to provide the softest landing when the student returns to zone school. Every effort is made to reach out to families to encourage support and positive participation in their learning. Students are introduced to faculty and staff that will be providing their services during their stay. Students are indoctrinated in positive ways to seek help at each site so that they will learn to advocate for their needs. Expectations are reviewed on a regular basis and regular positive feedback is provided to meet goals for academics and behavior.

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

The school counselor at Daytona Residential Juvenile Facility sets aside time to meet with new students when they enter to address needs and plan for success including building a graduation plan. Instructional Leader and School Counselor (or designee) attends each student intake meeting. Teachers and students work together to set daily and/or weekly goals monitoring progress at regular intervals. School administrators recognize and celebrate student growth. Students are provided with access to adults that will listen when they just need to be heard. Students are welcomed daily and wished well each afternoon. Teachers, counselors and administration participate in program events that celebrate individual students or provide parent visitation opportunities.

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.

Daytona Residential Juvenile Facility uses a level system focusing on all positives. Behavior in the classroom is integrated into this plan. Students are reinforced for positive participation and appropriate behaviors. Students violating behavioral standards receive Behavior Reports that result in level restrictions within the program environment. Teachers, support staff and program staff work together to ensure a consistent calm environment with a culture for learning.

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.

All staff are trained in Trauma Care and Response. Professional Development focuses on Deescalation Strategies and creating an environment for learning. Our academic schedule accommodates program care. DJJ STAR Program allows for mentor ship and Time for Change to eliminate social emotional barriers to learning.

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.

As you will see by the chart below, many of our students are not indicated in the data below. Most come from out of county or history data is not in out system. However, all students are treated as being extremely at risk due to the nature of the charges that have them at this facility. We currently have 3 Middle School, 24 High School Students, and 5 Graduate.

Yet only 1 student shows on the Early Warning tool.

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	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1
overage for grade level	0	0	0	0	0	0	0	0	0	0	0	0	0	
placement at DJR	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	1	0	0	0	0	1	

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

Upon entry a complete records review is done to develop a graduation plan. Students that are overage and low in credits are given the tools to meet graduation requirements and offered the GED alternative once they demonstrate skills necessary. Each core classroom teacher is highly qualified and ESE endorsed. 1 teacher is scheduled to provide consultation services for our youth. 2 Paraprofessionals are available to continue that support.

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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

As this is a residential program and parents do not live in the community, every effort is made to involve parents in the educational process. Teachers does a "welcome call" and introduce themselves and involve parents along with the DJR Staff in regular treatment team meetings and IEP or PST meetings. Family Days occur quarterly and is similar to an Open House at a traditional school setting. Teachers, counselor and administrator attend the quarterly family visitations held on the 3rd Friday each quarter in order to answer questions parents may have. A pamphlet introducing teachers and staff is sent out to welcome new families. Also the VCS Parent Compact is included in that mailing.

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.

Students are not allowed to leave the facility while assigned and only community volunteers with approved clearance may enter the complex. Our teachers network with their colleagues and community members outside of the facility to secure additional resources to bring to the site. Lead teacher and administrator serve on the DJJ advisory board.

Teacher representatives serve on SAC and TAC.

Students are able to access FLVS and Daytona State to further their education.

Teachers utilize the resources of SED-Net and Project 10.

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
Johns, Dale	Principal
Pelletier, Rebecca	School Counselor
Midgette, Tim	Teacher, Adult
Kirvan, Colleen	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Administration, School Counselor, and Educational Leaders work together with the School Advisory Council (SAC) with the principal to help develop the SIP. They meet together to review data, brainstorm, collaborate to develop appropriate goals based on needs assessments and current educational initiatives.

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.

Under Title I Part A, our schools work with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Under Title I Part D, Neglected and Delinquent Youth are provided with supports to access instruction in their residential settings.

Programs supported by Title I in Alternative Education include: Supplemental Instruction Teachers to provide interventions and support learner needs as they access the curriculum; Teachers of Exceptional Student Education who facilitate learner accommodations and/or based upon need modifications. Reading Intervention Teachers to provide interventions for students in need; Transition Specialist to facilitate transition counseling services for exiting students back into the district schools with a transition plan to ensure academic and social success; Technology specialist to coordinate use of software and hardware to enhance instruction, System Operators for the purpose of monitoring compliance with district curriculum guidelines Paraprofessionals for support in the classroom, Supplemental materials and supplies needed to close the achievement gap Supplemental funds for on-going staff development as determined by the results of student data.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Business/Community
Paul Finn	Business/Community
Rebecca Pelletier	Teacher
Mike Schervish	Principal
Jim Pelletier	Business/Community
Dale Johns	Principal
Tim Midgette	Teacher
Jessica Szymczyk	Business/Community
Pam Palmer	Business/Community
Latisha Bordley	Business/Community
Andrew Williams	Business/Community
Maggie Sewell	Education Support Employee
Diane Kirvan	Business/Community
Colleen Kirvan	Principal
Nicholas King	Principal
Myraida Davison	Business/Community
Steafon Jenkins	Principal
Jesin Miah	Business/Community
Kareemia Swaby	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

Last year SAC reviewed data regarding our specific students quarterly. We exceeded our goal in each quarter.

b. Development of this school improvement plan

One SAC supports the six Alternative Education programs serviced by Volusia County Schools. These include Daytona Juvenile Residential Facility, Highbanks Learning Center, Riverview Learning Center, Stewart Marchman RAP, Volusia Juvenile Detention Center and Volusia Department of Corrections. Last year

SAC reviewed data regarding our specific students, heard input from teachers and students, and came to consensus for the focus of this plan. Following a step zero leadership session shared with teachers. All sites combined in a work group for 8 step planning and problem solving to accomplish the goals.

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

The schools annual budgets and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the schools budgets, spending and progress indicators are presented at each meeting.

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

Last year, our SAC approved incentives to encourage course completions and regular attendance in the classrooms.

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
Midgette, Tim	Teacher, K-12
Allen, Christine (CJ)	Teacher, K-12
Kirvan, Colleen	Assistant Principal

b. Duties

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

Major initiatives for the Literacy Leadership Team will be the analysis of qualitative/quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through writing samples; observations; ongoing informal and formal assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Language Arts Florida

Standards and their measurement. The LLT will also encourage professional study for teachers through professional books and internet research. The LLT encourages and supports our annual participation in the Literacy Fair and seeks out additional venues to display our students' work

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.

DJRF services operates a school-wide Professional Learning Community that meets weekly. The activities of this team are to review and expand parent involvement initiatives, progress monitoring, student literacy, and course completion success strategies. Additionally, the teachers participate on a rotational basis with the treatment team involving parents, students, JPO and other community members.

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

Administration will provide leadership opportunities, on-site staff development, PLC activities, provide information regarding staff development activities available on-line and in the community, participate in

district recruitment fair, teacher recognition, arrange classroom visitations. PLC Group Leaders will provide and support PLC activities and networking, while Curriculum AP/Department Chairs will provide information regarding content area specific information. Finally, LLT will provide individual and group staff development regarding literacy strategies.

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

No new teachers have joined the staff. Pairings would be planned should our status change.

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.

Teachers utilize the district's curriculum maps based upon state high stakes assessments to guide and support the use of the online curriculum to deliver instruction to students.

Teachers scaffold supports based upon student needs, while providing additional small group or individual instruction and utilizing alternate materials.

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.

The nature of our programs present us with a population in need. Every student entry begins with a records review. Teachers and counselors work together to create an educational support system that allows for student progression. Teachers and students plan and monitor educational goals together. PLCs involve each site's department chair, general education, and ESE teachers, which puts the resources together. They meet regularly and monitor student progress across the curriculum increasing supports where needed. Formal problem-solving strategies are put in place as needed. Students with disabilities have plans that are reviewed and necessary itinerant district resources brought in to support and enhance those at each site. Leadership team with representatives from all sites meets regularly to identify needs and provide supports.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 18,065

Students attend school year round following the same standards as the regular school year

Strategy Rationale

FL Legislation requires that students attending school in residential facilities be provided with access to education year-round

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Weekly progress monitoring is analyzed to determine which students require additional support

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.

Students are transitioned back to their community through an extensive transition process that begins when the student arrives on site. 90 days prior to exit the transition team meets to determine which agencies will be involved to ensure the student has needs met including transportation, housing, education, workforce education, counseling, probation and medical needs. 21 days out this committee meets again to discuss final plans raise concerns and review plan of action. Finally, a Community Re-entry Meeting occurs in the student's home district with the student, case management, education and medical joining via phone to connect all of the resources to the student with names, locations and dates of contact provided.

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.

School counselor meets with students to review graduation requirements and develop a course of study designed to meet the individual needs of the student future goals. Educational counseling sessions are based upon the goals of the student developing a plan A, B, and C. DJRF Residents have access to CAPE Academy courses providing students the opportunity to earn Microsoft Office Specialist Certification. Graduating seniors and students seeking alternate exit options are encouraged to explore programs providing a course of study in their desired field/area. Pros and cons of the various program focus on the realities of cost, distance and requirements. Students are enabled to make a consumer decision and complete the application processes necessary for articulation.

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

Our school site offers students elective courses in computer technology. Many of our core courses focus on job skills. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers also provided reading materials and "bell ringers" that are based on current events.

Industry certification programs include Microsoft Office 2016, Word, PowerPoint, Outlook, Excel, & Access

Students will have the opportunity to participate in courses that can lead to CAPE certification..

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

At DJRF we provide coursework to support students as they seek Microsoft Office Certification. Almost all of our coursework is provided on-line with teachers in the classroom to support the instruction.

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.

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment Early College Career Academies High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High School Count Programs Making College Count Programs College Tours College Rep Visits As our students are not able to attend we provided them with a listing of colleges and agencies planning to be present.and asked them to check which ones they wanted information from and went on their behalf.

Florida's Navigator program is used to aid students in discovering learning style, leadership style, and career exploration.

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.** if leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. if leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency. **1a**

 G100564

Targets Supported **1b**

Indicator	Annual Target
GPA below 2.0 - H.S.	70.0

Targeted Barriers to Achieving the Goal **3**

- Students are poor readers
- Students lack positive relationship- building skills with adults
- Select students lack automaticity with math facts
- Students need opportunities to explore career paths

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Reduced teacher pupil ratio full staff involvement
- School Counselor
- Reading Teacher
- ESE AP
- Read 180 for Tier 1 students & Teengagement
- Student engagement through relevant competency based self-paced materials
- Student's need to successfully complete program
- Title I A & D dollars to support initiatives
- Career & Technology Teacher
- Program Support for Emotional/Behavioral Needs
- Collaboration with home community for individual needs of student
- Department PLC Weekly Meetings
- Student's nutritional needs being met
- Residence and School share site
- School Counselor
- Reading Teacher
- ESE AP
- Read 180 for Tier 1 students & Teengagement
- Student engagement through relevant competency based self-paced materials
- Student's need to successfully complete program
- Title I A & D dollars to support initiatives
- Career & Technology Teacher

- Program Support for Emotional/Behavioral Needs
- Collaboration with home community for individual needs of student
- Department PLC Weekly Meetings
- Student's nutritional needs being met
- Residence and School share site

Plan to Monitor Progress Toward G1. 8

Quarter Completion Rates

Person Responsible

Schedule

Quarterly, from 7/3/2018 to 6/29/2019

Evidence of Completion

Chart Completion and admin/SIP meeting minutes

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. if leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency. **1**

 G100564

G1.B1 Students are poor readers **2**

 B271273

G1.B1.S1 Provide explicit instruction when introducing new vocabulary - I do phase **4**

 S287148

Strategy Rationale

Students require explicit instruction in new vocabulary to enhance comprehension of content material

Action Step 1 **5**

Provide explicit instruction when introducing new vocabulary - I do phase

Person Responsible

Christine (CJ) Allen

Schedule

Daily, from 7/2/2018 to 6/29/2019

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase

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

Coaching and follow up

Person Responsible

Tim Midgette

Schedule

Monthly, from 7/3/2018 to 6/29/2019

Evidence of Completion

Teachers' use of strategy

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

Walk Throughs

Person Responsible

Dale Johns


Schedule

Monthly, from 7/3/2018 to 6/29/2019

Evidence of Completion

VSET evidence

G1.B1.S2 Utilize gradual release to implement Cornell Note Taking Strategy 4

 S287149

Strategy Rationale

Hattie's Effect Size Self verbalization/Self Questioning .64 Study Skills .63

Action Step 1 5

Provide students with Cornell note taking strategies in all content areas for intervention and organization

Person Responsible

Schedule

Daily, from 7/3/2018 to 6/29/2019

Evidence of Completion

Students utilize Cornell Note taking strategies

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Students utilize Cornell Note taking strategies

Person Responsible

Christine (CJ) Allen

Schedule

Weekly, from 7/3/2018 to 6/29/2019

Evidence of Completion

Student Notebooks

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student notebook progress reported

Person Responsible

Christine (CJ) Allen

Schedule

Quarterly, from 7/3/2018 to 6/29/2019

Evidence of Completion

quarterly grade

G1.B1.S3 Utilize Morphographic Spelling to increase student vocabulary 4

 S287150

Strategy Rationale

Morphographic Spelling is a one year program designed to teach students 4th grade - Adult a system to accurately spell nearly all the words in the English language. Completion of 140 20-minute lessons results in an accurate written vocabulary of more than 12,000 words

Action Step 1 5

Utilize Morphographic Spelling Material

Person Responsible

Christine (CJ) Allen

Schedule

Weekly, from 9/19/2018 to 6/29/2019

Evidence of Completion

Purchase Order

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

provide coaching and feedback in use

Person Responsible

Dale Johns

Schedule

Monthly, from 7/3/2018 to 6/29/2019

Evidence of Completion

VSET evidence

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

PMRN Data for AP2 will be monitored for effectiveness of strategy for all students that have AP1, AP2 and AP3 data

Person Responsible

Tim Midgette

Schedule

On 6/29/2019

Evidence of Completion

Feedback will be shared with teacher

G1.B2 Students lack positive relationship- building skills with adults **2**

 B271274

G1.B2.S1 Students lack positive relationship building skills with adults **4**

 S287151

Strategy Rationale

Teacher -Student relationships founded on care, trust, cooperation and respect where the teacher is able to reduce the disruption of each student's flow of learning and the teacher has "with-it-ness" to identify and act on potential learning or behavioral problems. This has a high effect size of .7 according to Hattie's meta-analyses

Action Step 1 **5**

Use contingent and non-contingent praise with each student

Person Responsible

Tim Midgette

Schedule

Daily, from 7/3/2018 to 6/29/2019

Evidence of Completion

Behavior observations

Action Step 2 **5**

Purchase reinforcers for students

Person Responsible

Tim Midgette

Schedule

Quarterly, from 7/3/2018 to 6/29/2019

Evidence of Completion

purchase orders

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

Walk throughs focused on Components 2.1 and 3.1

Person Responsible

Tim Midgette

Schedule

Monthly, from 7/3/2018 to 6/29/2019

Evidence of Completion

VSET evidence

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

Provide Feedback to teachers on their use

Person Responsible

Tim Midgette

Schedule

Monthly, from 7/3/2018 to 6/29/2019

Evidence of Completion

VSET Evidence

G1.B2.S2 Provide Professional Development to Teachers about Growth Mindset 4

 S287152

Strategy Rationale

Students who have not yet mastered curriculum need to stay positive with the 'I will' portion of instruction.

Action Step 1 5

Utilize Growth Mindset

Person Responsible

Tim Midgette

Schedule

Daily, from 7/3/2018 to 6/29/2019

Evidence of Completion

Behavioral observations throughout team process

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Discuss in PLCs students that will benefit from growth mindset

Person Responsible

Tim Midgette

Schedule

Weekly, from 7/3/2018 to 6/29/2019

Evidence of Completion

Meeting agendas/notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Feedback will be shared between instructional staff during PLCs

Person Responsible

Tim Midgette

Schedule

Quarterly, from 7/3/2018 to 6/29/2019

Evidence of Completion

checklist of teachers who have attended PD and have demonstrated use of skill

G1.B3 Select students lack automaticity with math facts 2

 B271275

G1.B3.S1 Provide opportunities to develop automaticity 4

 S287153

Strategy Rationale

Students that are fluent with math facts have improved success with advanced operations

Action Step 1 5

Utilize manipulative and electronic devices to provide practice and reinforcement

Person Responsible

Tim Midgette

Schedule

Weekly, from 7/3/2018 to 6/29/2019

Evidence of Completion

Updates at PLC

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Provide Coaching and Feedback

Person Responsible

Dale Johns

Schedule

Monthly, from 7/3/2018 to 6/29/2019

Evidence of Completion

VSET evidence

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Quarterly Grades

Person Responsible

Tim Midgette

Schedule

Quarterly, from 7/3/2018 to 6/29/2019

Evidence of Completion

Student math grades

G1.B4 Students need opportunities to explore career paths **2**

 B271276

G1.B4.S1 Students will gain industry endorsements through Microsoft Office **4**

 S287154

Strategy Rationale

Students with industry certifications are more likely to get jobs

Action Step 1 **5**

Using a gradual release self-paced curriculum students will earn industry certifications

Person Responsible

Michael Plummer

Schedule

Daily, from 7/3/2018 to 6/29/2019

Evidence of Completion

teacher data collection/student work

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

Teacher will report student progress to team/student weekly

Person Responsible

Michael Plummer

Schedule

Weekly, from 7/3/2018 to 6/29/2019

Evidence of Completion

Progress monitoring tools

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

Walk throughs to monitor success and provide feedback

Person Responsible

Dale Johns

Schedule

Monthly, from 7/3/2018 to 6/29/2019

Evidence of Completion

VSET evidence

V. Professional Development Opportunities

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

G1. if leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency.

G1.B1 Students are poor readers

G1.B1.S1 Provide explicit instruction when introducing new vocabulary - I do phase

PD Opportunity 1

Provide explicit instruction when introducing new vocabulary - I do phase

Facilitator

CJ Allen

Participants

Alt Ed Faculty

Schedule

Daily, from 7/2/2018 to 6/29/2019

G1.B1.S2 Utilize gradual release to implement Cornell Note Taking Strategy

PD Opportunity 1

Provide students with Cornell note taking strategies in all content areas for intervention and organization

Facilitator

Allen

Participants

Alt Ed

Schedule

Daily, from 7/3/2018 to 6/29/2019

G1.B1.S3 Utilize Morphographic Spelling to increase student vocabulary

PD Opportunity 1

Utilize Morphographic Spelling Material

Facilitator

Allen

Participants

Alt Ed Staff

Schedule

Weekly, from 9/19/2018 to 6/29/2019

G1.B2 Students lack positive relationship- building skills with adults

G1.B2.S2 Provide Professional Development to Teachers about Growth Mindset

PD Opportunity 1

Utilize Growth Mindset

Facilitator

Kirvan

Participants

Alt Ed Faculty

Schedule

Daily, from 7/3/2018 to 6/29/2019

VI. Technical Assistance Items

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

G1. if leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency.

G1.B3 Select students lack automaticity with math facts

G1.B3.S1 Provide opportunities to develop automaticity

TA Opportunity 1

Utilize manipulative and electronic devices to provide practice and reinforcement

Facilitator

Midgette/Plummer

Participants

Alternative Ed faculty

Schedule

Weekly, from 7/3/2018 to 6/29/2019

G1.B4 Students need opportunities to explore career paths

G1.B4.S1 Students will gain industry endorsements through Microsoft Office

TA Opportunity 1

Using a gradual release self-paced curriculum students will earn industry certifications

Facilitator

Plummer

Participants

Alternative Ed faculty




Schedule

Daily, from 7/3/2018 to 6/29/2019

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M425340	Quarter Completion Rates		7/3/2018	Chart Completion and admin/SIP meeting minutes	6/29/2019 quarterly
G1.B1.S1.MA1 M425326	Walk Throughs	Johns, Dale	7/3/2018	VSET evidence	6/29/2019 monthly
G1.B1.S1.MA1 M425327	Coaching and follow up	Midgette, Tim	7/3/2018	Teachers' use of strategy	6/29/2019 monthly
G1.B1.S1.A1 A389375	Provide explicit instruction when introducing new vocabulary - I do phase	Allen, Christine (CJ)	7/2/2018	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase	6/29/2019 daily
G1.B2.S1.MA1 M425332	Provide Feedback to teachers on their use	Midgette, Tim	7/3/2018	VSET Evidence	6/29/2019 monthly
G1.B2.S1.MA1 M425333	Walk throughs focused on Components 2.1 and 3.1	Midgette, Tim	7/3/2018	VSET evidence	6/29/2019 monthly
G1.B2.S1.A1 A389378	Use contingent and non-contingent praise with each student	Midgette, Tim	7/3/2018	Behavior observations	6/29/2019 daily
G1.B2.S1.A2 A389379	Purchase reinforcers for students	Midgette, Tim	7/3/2018	purchase orders	6/29/2019 quarterly
G1.B3.S1.MA1 M425336	Quarterly Grades	Midgette, Tim	7/3/2018	Student math grades	6/29/2019 quarterly
G1.B3.S1.MA1 M425337	Provide Coaching and Feedback	Johns, Dale	7/3/2018	VSET evidence	6/29/2019 monthly
G1.B3.S1.A1 A389381	Utilize manipulative and electronic devices to provide practice and reinforcement	Midgette, Tim	7/3/2018	Updates at PLC	6/29/2019 weekly
G1.B4.S1.MA1 M425338	Walk throughs to monitor success and provide feedback	Johns, Dale	7/3/2018	VSET evidence	6/29/2019 monthly
G1.B4.S1.MA1 M425339	Teacher will report student progress to team/student weekly	Plummer, Michael	7/3/2018	Progress monitoring tools	6/29/2019 weekly
G1.B4.S1.A1 A389382	Using a gradual release self-paced curriculum students will earn industry certifications	Plummer, Michael	7/3/2018	teacher data collection/student work	6/29/2019 daily
G1.B1.S2.MA1 M425328	Student notebook progress reported	Allen, Christine (CJ)	7/3/2018	quarterly grade	6/29/2019 quarterly
G1.B1.S2.MA1 M425329	Students utilize Cornell Note taking strategies	Allen, Christine (CJ)	7/3/2018	Student Notebooks	6/29/2019 weekly
G1.B1.S2.A1 A389376	Provide students with Cornell note taking strategies in all content areas for intervention and...		7/3/2018	Students utilize Cornell Note taking strategies	6/29/2019 daily
G1.B2.S2.MA1 M425334	Feedback will be shared between instructional staff during PLCs	Midgette, Tim	7/3/2018	checklist of teachers who have attended PD and have demonstrated use of skill	6/29/2019 quarterly
G1.B2.S2.MA1 M425335	Discuss in PLCs students that will benefit from growth mindset	Midgette, Tim	7/3/2018	Meeting agendas/notes	6/29/2019 weekly
G1.B2.S2.A1 A389380	Utilize Growth Mindset	Midgette, Tim	7/3/2018	Behavioral observations throughout team process	6/29/2019 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1  M425330	PMRN Data for AP2 will be monitored for effectiveness of strategy for all students that have AP1,...	Midgette, Tim	7/3/2018	Feedback will be shared with teacher	6/29/2019 one-time
G1.B1.S3.MA1  M425331	provide coaching and feedback in use	Johns, Dale	7/3/2018	VSET evidence	6/29/2019 monthly
G1.B1.S3.A1  A389377	Utilize Morphographic Spelling Material	Allen, Christine (CJ)	9/19/2018	Purchase Order	6/29/2019 weekly