

School District of Indian River County

IR PREP



2018-19 Schoolwide Improvement Plan

IR PREP

1426 18TH ST, Vero Beach, FL 32960

www.indianriverschools.org

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 5-12	No	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	72%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Indian River 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 IR PREP

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.

b. Provide the school's vision statement.

The vision of the Alternative Center for Education is to enhance student achievement by means of teacher collaboration and action which support success for our students.

2. School Environment

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

The principal conducts student intake interviews. The Principal asks questions that provide background information on the student. This information is shared with staff to develop a plan to meet student needs. It is consistent with the Hope philosophy that teachers pledge daily to have a mindset that all children can succeed, no exceptions. The Hope philosophy is a researched based program that teachers have received professional development in to incorporate throughout the curriculum. This philosophy emphasizes that students are not at risk but are students that have hope. The essence of this philosophy is communicated to parents and students during our intake process.

The school's class sizes afford the staff/faculty the opportunity to engage students in meaningful conversations. The Strategic Instructional Model is infused school-wide. This research-based curriculum model includes learning strategies and content enhancement routines. The faculty has been trained in the Possible Selves strategy which teaches students to look at their own strengths and weaknesses and develop short and long term goals for themselves. This motivational strategy is taught during the social personal skills class called ACES. ACES stands for Accountable, Courteous, Exceptional, Social Behavior. This social personal skills development program is offered for all students each day.

The faculty collaborates weekly in regards to student needs and providing solutions to meet those needs through a research based curriculum. This is achieved through the Reflection process. The Reflection process is when the staff meets together to discuss individual students behavior and academic progress on a weekly basis.

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

The staff, administration, and SRO are visible and responsive to any situation which may create a hazard or potential harm to students and staff. Our constant supervision promotes a safe learning environment. The dress code creates a sense of unity and self-respect. We monitor and manage personal items brought to campus. (i.e.: absence of back packs and hoodies lessens the possibilities of unwanted items on campus). Student respect is fostered through Restorative Justice practices where students have a voice. We encourage self-efficacy, so we can support students with their concerns. We also provide an anonymous reporting system in the front office so students can report situations without identifying themselves.

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.

School Wide expectations are shared during intakes and the first day of class which addresses topics of attendance, dress code, electronics, bullying and harassment, and other school district policies. The School Resource Officer covers the expectations and idea of respect in school. This allows the faculty to build relationships with the students while establishing clear understanding of what it means to be respectful, both verbally and non-verbally. Teachers are trained to establish clear and consistent policies in the classroom and follow a policy of making parent contact and documenting minor infractions before writing student referrals. This ensures that students are given opportunities to make better choices.

The school wide behavioral system in place is Positive Behavior Intervention System (PBIS) in addition to our Level Behavior Support Program. The Level Behavior Support program aids in minimizing distractions to keep students engaged during instructional time by providing positive incentives for appropriate behavior. A variety of incentives are built into the system to reward progress toward meeting students' behavioral/academic goals. The ultimate reward is to level up to level 4 and return to their home school.

In addition, all faculty have been trained in utilizing the CHAMPS program where the expectations for all aspects of the class are spelled out specifically for the students. The CHAMPS acronym stands for the following: c=conversation level allowed;h=helps-how students request/receive assistance; a=activity-what the students will be doing; m=movement-whether students must stay seated or can move around the room during the activity; p=participation-how students are expected to participate during the activity; s=success-what it will look like when students have successfully completed the activity.

Another program that has to do with student behavior and safety on the campus is the Trauma Informed Care program. The faculty is being trained throughout the year through a community based resource called Tykes and Teens. This program enables staff to identify the impact of trauma within students lives and how to respond appropriately. The program is based on the premise that sometimes behavior has been caused because of the trauma, neglect or abuse the students have experiences in their lives. It gives adults ways to deal with behavior taking into account why the behavior is occurring so they can deal differently with it and less punitively.

Restorative Justice is also practiced at ACE. Our goal is to provide restorative practices which enable students to be able to identify inappropriate behavior and to learn how to make amends for their behavior.

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.

- *Responding daily to the immediate emotional and academic needs of students regarding family, peer and school issues through personal counseling services.
- *Utilize developmentally appropriate counseling strategies to motivate and promote student growth and achievement.
- *Respond to teachers, staff and administrator's referrals of students in need of support
- *Facilitate Multi-Tiered System of Support weekly team meetings.
- *Refer students and families to community agencies for ongoing therapeutic assistance such as New Horizons, Legacy, Substance Abuse Awareness and Suncoast Mental Health Center.
- *Collaborate with ESE, Student Support Specialist, Attendance office and New Horizon's school

program who provide group counseling opportunities.

*Conduct parent conferences and suggest community resources

*The school ensures the social-emotional needs of all students are being met through our Level Behavior Support Program and Multi-Tiered Systems of Support. Both the Level Behavior Support Program and Multi-Tiered System of Support program looks at our school discipline data to help track progress and identify areas to target for intervention. The referral Process & Procedures are consistent throughout the school. School-wide expectations and rules are posted in specific settings to teach students appropriate behavior. A reward system is implemented to encourage and model appropriate behavior while dispensing effective consequences to discourage inappropriate behavior.

*Every week the school offers a character building program through the Winners Walk Tall Program.

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.

Students are referred to Multi-Tiered System of Support team on a variety of warning indicators by courts, counselors in other programs and teachers. Indicators include attendance, academic failures, family concerns, court recommendations, suspensions, expulsions, scoring Level 1 in ELA or mathematics on the FSA and retention. The students are recognized through our Positive Behavior System for attendance. They receive gift coupons from area businesses for achieving above 96% attendance. Restorative Justice is an intervention used for reduction in suspension rates.

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	4	4	15	6	13	5	4	51
One or more suspensions	0	0	0	0	0	0	4	6	8	1	4	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	2	3	8	3	4	1	2	23
Level 1 on statewide assessment	0	0	0	0	0	0	3	0	6	6	5	3	5	28

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	5	6	4	4	5	3	27

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

The school identifies students for the “course failure in English language arts or mathematics” indicator based on course semester grades. However, we monitor course failures at the end of each quarter, rather than waiting until the end of the semester.

- Office discipline referrals;
- Non-cumulative semester/year grade point averages

Interventions include:

-Counseling/mentoring, behavior monitoring through the point level system, outside community agencies such as: Legacy Behavior, Pathways, and Substance Abuse Awareness

Each week during Reflections, teachers and staff evaluate the effectiveness of intervention supports, regularly monitor if the number and percentage of students designated as off-track is decreasing and the number and percentage of students designated as on-track is increasing. If intervention supports are not effective in increasing on-track status and decreasing off-track status, the staff engages in a data-based problem-solving process to determine common reasons and plan supports. It is important to monitor frequently so that new off-track students are identified early enough for supports to be effective.

- Developing support lists to be monitored at appropriate intervals (e.g., weekly, biweekly, monthly, quarterly) that identify groups of students with common needs that may require data-based problem solving by the school-based leadership team, in conjunction with teacher teams and other support staff, such as student services personnel, to determine moderate intensity supports and monitoring at the Tier 2 level (targeted supplemental intervention and supports).

- Personalizing the learning environment and instructional process through use of iReady and lower student to adult ratios in classrooms.

*Utilization of research-based instructional techniques through the Strategic Instructional Model Learning Strategies and Content Enhancement Routines.

- Increasing student awareness of post secondary options through providing mentors and having community speakers come to speak with students.

- Implementing transition programs, such as partnerships between high schools and feeder middle schools by conducting meetings prior to students transitioning from one environment to the next.

A school that establishes dropout prevention and academic intervention programs, in accordance with section 1003.53, F.S., must reflect that program in its SIP. This can be done by describing the program here or by including the program as a resource (if already established) or strategy in Problem Solving.

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

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it. The Alternative Education Center offers Conference Nights for parents to come to the school to meet with their student's teachers. In addition, Odyssey Nights are scheduled once a month. These are required meetings for parents and students to come to the school to have a light meal, such as pizza, and then a presentation about improving communication with their student, parenting skills, etc. In addition, Connect Ed calls are placed to all parents to inform them of upcoming events and important announcements. The school website is being enhanced to offer better communication with parents and the community. A school newsletter has been established for this school year. Parents are also afforded an opportunity to participate in the SAC so they can become more involved with their student's school.

Through the ACES-Accountable, Courteous, Exceptional, Social Behavior-the social personal skills development program for all students, communication with parents is one of the areas emphasized with students.

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.

We invite local non-profit organizations like, The Winners Walk Tall, Substance Abuse Awareness Council and,Zeta Phi Beta Sorority to speak to our students. Winner's Walk Tall It's a character building program that teaches fundamental values and life changing skills.Life Skills curriculum is taught by representatives from the Substance Abuse Council and a mentor program is provided by Zeta Phi Beta Sorority.

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
Hart, Denny	Principal
Almore, Rebecca	Psychologist
Hunt, Randall	Administrative Support
Spivey, Rhonda	Teacher, K-12
Landers, Doris	Instructional Coach
Wilson, Kathleen	Teacher, ESE

b. Duties

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

*Principal: The Principal provides a vision for the school utilizing problem-solving processes for identifying challenges and strategies. He provides a common vision for the use of data-based decision making, ensures the school-based team is implementing Multiple Tiered System of Support (MTSS), conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based plans and activities.

*Select General Education Teachers: The general education teachers provide information on core instruction, collect and analyze student data, deliver School-wide Tier 1 instruction/intervention, collaborate with staff to implement Tier 2 interventions, integrate materials and monitor progress between Tier 1 and 2.

*Behavior Intervention Specialist: The Behavior Intervention Specialist provides support services and links community agencies to families and the school to support the child's emotional, behavioral and social success.

Due to the small size of the school and staff, there is an overlap in membership with the leadership team, MTSS and the School Advisory Council.

The Leadership Team has weekly meetings where the focus is on how to maintain and develop a problem-solving system to bring out the best in the school, our students and our teachers. The role of the school-based Multi-Tiered Systems of Support Leadership team is to develop plans to support our students based on tiered interventions. Discussions are centered around the following topics: reviewing of academic and behavior data and the link to instructional decisions; and reviewing progress monitoring data for the subject areas and identifying students who are at-risk for not meeting the district benchmarks. The Principal's and administrative team's responsibility is to provide coaching, mentoring, discipline, interventions, and support to the teachers and students. The Resource Specialist, School Resource Officer, School Psychologist, Speech/Language Pathologist, Social Worker, and Attendance Officers are on the team to give specific interventions based on their area of expertise. Their collaborative effort helps us reach each individual student's needs. The Behavior Intervention Specialist works with students that are recommended for Tier 2 and Tier 3 interventions. They monitor behavior, checks in with teachers, provide immediate feedback, and report progress back to the team to see if modifications are needed. They also head up the Positive Behavior Support System that promotes effective behavior with positive interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School- based MTSS team is made up of the Principal, Resource Specialist, School Resource Officer, School Psychologist, Speech/Language Pathologist, Attendance Officers, and the Behavior Intervention Specialist. We meet weekly for the following purposes: to track and analyze reading, math, and behavioral data; and to address effectiveness of core instruction . Resource allocation is limited however, We also have a new teacher Mentor program that runs effectively after school. We have anger management in small group setting as well as one-on-one counseling with the student support specialist. Individual student needs are based on recommendation from staff, data collection and analysis, and then specific interventions based on the tiered approach.

The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families. Title II. In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented.

Professional development is directly correlated to the SIP and training's funded with Title II funds are related to the strategies in the School Improvement Plan.

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 Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I. The school works in collaboration with the district's Title I program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless it is not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition.

Title X- Homeless

The School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Indian River County Civil Citation Program

ACE is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sheriff's office. The program is an alternative to arrest, so youth will have no criminal record but will receive consequences for their behavior. Its a ten week long program- 3 times a week- 3 hours a week. The program also requires students to do community service. When a youth enters the civil citation program his/ her information is entered into prevention records with the Department of Juvenile Justice as required by Florida statute. If the youth completes the program, the youth will not have an arrest record. If a victim is involved, they must agree to the terms of the program. The program is being offered on-campus by our life skills facilitator.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amanda Lane	Teacher
Rhonda Spivey	Education Support Employee
Valecia Tarpley	Education Support Employee
Denny Hart	Principal
Chanaye Saez	Parent
Kevin Dobson	Student
Lucia Gamez	Parent
Miguel Garcia	Student
Robert McIntosh	Teacher
Melody Wright	Teacher
McCoy Kimbrough	Student
Joy Kimbrough	Parent
Edwin Kinbrough	Parent
Robert McIntosh	Teacher
Melody Wright	Teacher
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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

a. Evaluation of last year's school improvement plan

It's a fluid document. Therefore, it is monitored by the SAC to determine progress and we are prepared to make changes, if necessary. The goals from last year's SIP were not met. This year the goals will be analysed differently to identify barriers and strategies to overcome them.

b. Development of this school improvement plan

The SAC approves the School Improvement Plan. SAC reviews the School Improvement Plan specifically at a minimum of 4 meetings per year. In addition, meetings focus on district initiatives and legislation that may affect student performance. School based initiatives that are listed in the SIP are also discussed.

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

Mr. Hart submitted the schools' annual budget and plan in July to the district office.

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

The use of school improvement funds is to support learning with organizational skills, note taking and self-monitoring of progress. Materials such as: paper, binders, and dividers.

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
Hart, Denny	Principal
Landers, Doris	Teacher, K-12
Wilson, Kathleen	Teacher, ESE
Spivey, Rhonda	Teacher, K-12

b. Duties

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

This group of professionals is comprised of leaders in literacy which includes a representative from ESE and General Education Teacher. The team promotes and supports literacy in a variety of ways: ongoing professional development, modeling and/or coaching with feedback, student resources and materials, and other initiatives. This team also will be working with the initiative of writing across the curriculum. They will explore ways that writing can be incorporated into each academic area and then meet with the entire staff to discuss ways to infuse writing in all academic areas.

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.

All teachers have a common planning after school. Teachers also have an individual planning period through out the day and are encouraged to use this time to observe other teachers utilizing Peer to Peer observations. PLC's meet ongoing to discuss various topics and how they related to the various disciplines. Teachers meet to work on reviewing Middle and High school students Behavior Goals as evidenced by looking at the school wide behavioral point sheets and analyze data as needed. Three times a week teachers are given additional time to plan and collaborate with their colleagues at the end of the day to work on implementing the Strategic Instructional Model Content Enhancement (CE) Routines including Course/Unit planning and other enhancement devices. The Strategic Instructional Model is a research-based model and the CE Routines are one component of the model.

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

The Human Resource department recruitment team actively purses high qualified, certified, in-field applicants through college recruitment fairs, Indian River County School District online applicant tracking system available online on the District's website.

1. Teachers will continue with our established Mentor/ Mentee program at Alternative Center For Education..
2. Participate in the District ACP programs for New Teachers

3. Update and implement action plan to continue the school as a High Performance Learning Culture
4. Utilize the districts application process which allows Administrators to review applications online
5. Continue to interview perspective teachers with specific area certification.
6. All teachers participate in monthly professional development opportunities, teachers work together weekly to problem-solve when confronted with instructional school challenges.

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

There is a mentoring program at Alternative Center for Education where each new teacher is paired with a peer mentor. Peer mentors must have at least 3-5 years of teaching experience. The mentor and new teacher meet regularly to discuss policy and procedures, curriculum, classroom expectations and professional development.

The mission for the Alternative Center for Education Mentor/Mentee Program is to provide a welcoming structured program of support for (not evaluation of) new teachers by offering training in on-going sessions/meetings throughout the year and helping new teachers be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to Alternative Center for Education). By working as a team with the group of new teachers,

as well as with individual teachers, we will achieve our goal. Mentors are chosen by content area, experience in education, and attitude. .

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.

All lesson plans are reviewed by administration every other Tuesday to make sure they align with Florida State Standards. Teachers utilize the SIM Content Enhancement Routines of Course and Unit Organizers for planning their courses and units. The teachers identify the standards that are covered within these organizers. These organizers are submitted to the principal for review.

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 staff looks at FSA, I-Ready, Achieve 3000, EOC and Unify test data in order to determine areas of weaknesses for students. This data along with data from the iReady program is utilized to identify what strategies will be implemented in order to obtain maximize effect size on a specific standard or benchmark. We review the data and look at early warning indicator's. This information is then used by our MTSS team who provides additional instructional interventions. Classroom teachers utilize homogeneous grouping as another method to produce high yielding effects.

Utilization of the Strategic Instructional Model Content Enhancement Routines school-wide assists teachers in presenting information using research-based devices to present information in ways that enhance instruction for all students and make the curriculum more accessible for all. Teachers have received professional development in the utilization of Course and Unit organizers, as well as Frames, Concept Anchoring and other devices.

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

Strategy: Extended School Day

Minutes added to school year: 27

We use this additional time to offer more direct instruction to students. This will increase the number of classes that students take so that the ACES, social personal skills class is separate from the academic classes thus leaving more time for academic instruction through out the other periods of the day.

Strategy Rationale

More instructional time will allow for more reading and math strategies to be presents which will hopefully increase proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Landers, Doris, doris.innman-landers@indianriverschools.org

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

Data from teacher created standards based formative assessments or information from the iReady program will be reviewed bi-weekly.

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.

The principal, along with the behavior intervention specialist, sets up a time to meet with incoming students and their parent(s). Expectations and strategies that will be utilized for success are discussed. In regards to transitioning students back to their home school, we set up meetings between the receiving school and ACE. The attendance office will make home visits to determine additional supports that can be offered to our outgoing students.

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.

The school has professionals from the community come in to discuss career paths and how students can reach their goals. Students are taught the motivational and goal setting strategy Possible Selves during their ACES class. They are encouraged to include information about potential careers and the schooling after high school they will need to meet their goals. Students are provided opportunities to attend college tours.

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

Since the culinary arts instructor retired and the school had to relocate from one site to another it has been challenging to offer career and technical education programs and industrial certifications for students. The staff recognizes that this is an area of weakness and is committed to improving the situation. ACE staff is working with district staff to address this situation. Since placement at ACE is a temporary placement that also makes it difficult to address this area of need.

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

Career Sources offered a partnership with the school to provide the students with resume building, job fairs and career connections. Teachers are encouraged to inform students how the information they are teaching students will assist them later in life including in their chosen career. When speakers come to the school they address information about the career that they have pursued.

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.

ACE is committed to improving student readiness for the public post-secondary level. Student Support Specialist and regular education teachers meet with academically able students and strongly encourage them to enroll in dual enrollment courses. We utilize best practices to prepare students for post secondary work. However, the home school collects that data.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** For the areas of English/Language Arts and Mathematics, as measured by the FSA and EOC's for 2018-19, the percentage of students scoring proficiency or above will increase as follows: ELA/FSA from .06% to 20%; Math/FSA from 18% to 30%; Algebra 1 EOC from zero to 20% and Geometry EOC from 33% to 50%.
- G2.** The average daily attendance rate (ADA) for the 2017-18 school year was 70.7 %, the ADA rate will increase for the 2018-19 school year to 75%.

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. For the areas of English/Language Arts and Mathematics, as measured by the FSA and EOC's for 2018-19, the percentage of students scoring proficiency or above will increase as follows: ELA/FSA from .06% to 20%; Math/FSA from 18% to 30%; Algebra 1 EOC from zero to 20% and Geometry EOC from 33% to 50%. **1a**

G100592

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	20.0
FSA Mathematics Achievement	30.0
Algebra I EOC Pass Rate	20.0

Targeted Barriers to Achieving the Goal **3**

- Lack of instructional strategies for assisting students who are at risk to improve their academics
- Lack of proficiency in regard to performance monitoring and identifying ways to modify instruction based on the data obtained

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

- Benchmark Assessments
- Incentive program (PBIS)
- CHAMPS
- Strategic Instructional Model Content Enhancement Routines and Learning Strategies
- District Professional Development Staff
- District Literacy Coaches
- CPALMS
- Life Skills Curriculum
- I-Ready
- District and School level professional development
- Student - Teacher ratio
- Restorative Justice
- Hope philosophy
- Weekly Reflection meetings to review student behavior and academics with staff
- Unify
- School newsletter
- School website

Plan to Monitor Progress Toward G1. 8

The school leadership team will review the iReady data to determine if students are making progress toward mastery of the standards.

Person Responsible

Denny Hart


Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

iReady data reports and minutes of the meetings where the data was reviewed.

G2. The average daily attendance rate (ADA) for the 2017-18 school year was 70.7 %, the ADA rate will increase for the 2018-19 school year to 75%. **1a**

 G100593

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	75.0

Targeted Barriers to Achieving the Goal **3**

- Lack of dress code/uniform complinace
- Students resistance to trust adults
- Lack of parental involvement
- Student suspensions

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

- Lower student teacher ratio than traditional schools
- Court-Juvenile Probation Officers
- A.C.E.S. social personal skills program
- SIM Strategies (Possible Selves)
- Food vouchers (alleviate hunger)
- Odyssey Nights
- Winners Walk Tall
- Connect Ed. (Digital communication)
- DATA (Drug counseling)
- Resource Officer - Mr. Eric Seymour
- PBIS
- School newsletter
- Schools website
- SRO
- Sequal Care
- Tykes and Teens
- Restorative Circles

Plan to Monitor Progress Toward G2. 8

Monitor weekly the ADA rate.

Person Responsible

Denny Hart

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Reports from the attendance officer/FOCUS

Plan to Monitor Progress Toward G2. 8

Monitor the number of students who have chronic absenteeism.

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

Reports from the attendance officer/FOCUS

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. For the areas of English/Language Arts and Mathematics, as measured by the FSA and EOC's for 2018-19, the percentage of students scoring proficiency or above will increase as follows: ELA/FSA from .06% to 20%; Math/FSA from 18% to 30%; Algebra 1 EOC from zero to 20% and Geometry EOC from 33% to 50%.

1

G100592

G1.B8 Lack of instructional strategies for assisting students who are at risk to improve their academics 2

B271399

G1.B8.S1 Teachers will be provided professional development regarding the Strategic Instructional Model in the areas of Content Enhancement and Learning Strategies. 4

S287269

Strategy Rationale

If teachers receive professional development with follow-up activities, they will implement instructional strategies and routines that will assist at risk students in improving their academics.

Action Step 1 5

All new teachers will receive an overview in the Strategic Instructional Model and the Course and Unit Organizers.

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

Rosters of the professional development

Action Step 2 5

All academic teachers will be provided professional development in the Content Enhancement Routine, Vocabulary Development from the Strategic Instruction Model Curriculum. They will discuss strategies that all teachers can utilize to reinforce vocabulary and will document how they have implemented strategies in their lesson plans.

Person Responsible

Denny Hart

Schedule

Every 3 Weeks, from 8/13/2018 to 5/24/2019

Evidence of Completion

Rosters from the professional development activity, copies of lesson plans with strategies identified for reinforcing writing across the curriculum and vocabulary development.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Teacher's lesson plans will indicate how they are implementing strategies to assist with vocabulary development and discuss these with the principal on a quarterly basis. In addition, they will meet with the SIM Professional Developer regarding the Vocabulary Development Routine at least once to discuss follow-up and implementation.

Person Responsible

Denny Hart

Schedule

Every 3 Weeks, from 8/13/2018 to 5/24/2019

Evidence of Completion

Copies of lesson plans with information listed regarding strategies being utilized to assist with vocabulary development across the curriculum. Logs of follow-up meetings with the SIM professional developer..

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

The principal will conduct frequent classroom walk throughs and monitor teacher lesson plans

Person Responsible

Denny Hart

Schedule

Every 3 Weeks, from 8/13/2018 to 5/24/2019

Evidence of Completion

Administrative notes from walk throughs and teacher lesson plans

G1.B8.S2 Teachers will be provided with professional development regarding CHAMPS and will be required to utilize it in every class. 4

 S287270

Strategy Rationale

The CHAMPS program assists students and teachers in identifying the appropriate behaviors in the class that will lead the students to have academic success.

Action Step 1 5

Teachers will be given professional development on CHAMPS as a review for existing staff and as new information for new staff members.

Person Responsible

Denny Hart

Schedule

On 1/4/2019

Evidence of Completion

Rosters from the CHAMPS professional development session

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

The principal will conduct frequent class walk throughs and monitor the use of CHAMPS during them.

Person Responsible

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative notes will depict that teachers are utilizing CHAMPS

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

The principal will conduct frequent walk throughs and will note whether students are on task when the teacher is utilizing CHAMPS.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/14/2017 to 5/24/2018


Evidence of Completion

Administrative notes will be kept and they will indicate more student on task behavior when CHAMPS is being utilized.

G1.B9 Lack of proficiency in regard to performance monitoring and identifying ways to modify instruction based on the data obtained **2**

 B271400

G1.B9.S1 Provide teachers with professional development opportunities in ways to obtain and understand data. **4**

 S287271

Strategy Rationale

If teachers know how to readily access their data, they will make more informed decisions and intensify, modify or adjust the instruction based on the data.

Action Step 1 **5**

Provide teachers with training on how to access data in PM2 through use of baseball card data by district staff.

Person Responsible

Denny Hart

Schedule

On 5/17/2019

Evidence of Completion

Roster from the professional training

Action Step 2 **5**

Provide a weekly opportunity for staff to meeting to hold Reflection meetings to discuss students behavior and academics. They will present data that they have on the student and discuss it with their peers and administration.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/6/2018 to 5/17/2019

Evidence of Completion

Rosters of the Reflection meetings and notes from them will be collected.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Reflection teams will meet on a weekly basis to discuss students academics and behavior. They will include early warning data, student work evidence, and unit assessments in these discussions.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/6/2018 to 8/6/2018

Evidence of Completion

Notes from the weekly Reflection meetings will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Teachers will utilize data to monitor student progress through iReady and unit assessments.

Person Responsible

Denny Hart

Schedule

Monthly, from 8/6/2018 to 5/17/2019

Evidence of Completion

There will be weekly data chats with the principal about what the teachers are teaching and the progress toward meeting the standards students are making.

G2. The average daily attendance rate (ADA) for the 2017-18 school year was 70.7 %, the ADA rate will increase for the 2018-19 school year to 75%. 1

G100593

G2.B1 Lack of dress code/uniform complinace 2

B271401

G2.B1.S1 Review the dress code with staff and make changes as appropriate to make it easier for students to be in compliance. 4

S287272

Strategy Rationale

To make the dress code more manageable, to meet current student needs and be more in alignment with the districts dress code policies (for example, allow solid colored shirts). Students do not like the dress code and therefore may avoid attending school because of it.

Action Step 1 5

Review Dress code with staff and the SAC team.

Person Responsible

Denny Hart

Schedule

On 11/30/2018

Evidence of Completion

Newly revised dress code for the Alternative Center for Education in the handbooks

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Present revised Dress Code to SAC committee

Person Responsible

Denny Hart

Schedule

On 11/30/2018

Evidence of Completion

Minutes from the October SAC meeting.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Revise the handbook to reflect the new dress code

Person Responsible

Denny Hart

Schedule

On 10/1/2018

Evidence of Completion

Handbook

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

Review of attendance data

Person Responsible

Denny Hart

Schedule

Monthly, from 8/6/2018 to 5/24/2019

Evidence of Completion

attendance data

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

Review discipline data

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

discipline data

G2.B1.S2 Review the level system and add dress code compliance in it to show students progress up through the levels. 4

 S287273

Strategy Rationale

Positive rewards will improve the student's desire to be in compliance with the dress code.

Action Step 1 5

Review the ACE Level system to include dress code compliance and to be more inclusive of specific items available for students as their level increases.

Person Responsible

Denny Hart

Schedule

On 10/31/2018

Evidence of Completion

A new revised level system with a focus on dress code opportunities for students in level 3 or higher in the handbook

Action Step 2 5

Use of weekly PBS program that includes incentives such as coupons, breakfast, and pizza for Levels, dress code compliance and attendance

Person Responsible

Denny Hart

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Newsletter showing the positive programs, data regarding students' progress in the level system

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

New Behavior Level System will be presented to staff and will appear in the handbook.

Person Responsible

Denny Hart

Schedule

On 11/30/2018

Evidence of Completion

Level system printed in students' level books, Copy of the handbook

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Fewer referrals for dress code non-compliance that during the 2017-18 school year.

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Discipline data regarding dress code violations

G2.B2 Students resistance to trust adults **2**

B271402

G2.B2.S1 Every student will be enrolled in a social personal skills development course called A.C.E.S. (Accountable, Courteous, Exceptional, Social Behavior). Students will be taught a specific strategy for goal setting, along with problem solving skills for assisting them to have socially appropriate behavior in school and out of school. **4**

S287274

Strategy Rationale

Since the A.C.E.S.class has a small teacher student ratio, it is expected that students will develop a better relationship with that particular adult and that this will assist them in trusting other adults and increase their desire to be in school.

Action Step 1 **5**

Every student will be enrolled in a social personal skills class called A.C.E.S.

Person Responsible

Denny Hart

Schedule

Annually, from 8/13/2018 to 5/24/2019

Evidence of Completion

Student schedules with the social personal skills class listed

Action Step 2 **5**

Every student will receive instruction in social personal skills regarding problem solving and reacting appropriately to different social situations in and out of school utilizing the Harmony program.

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

Lesson plans will be prepared by the resource teachers for their A.C.E.S. class and presented to the teachers. They will that indicate what goals the teachers are working on with the students and the instruction/activities that are being provided.

Action Step 3 5

Every staff member will be trained in Trauma Informed Care Program to teach them how to identify the impact of trauma in the students' lives and identify ways to deal with behavior taking into account why the behavior is occurring.

Person Responsible

Denny Hart

Schedule

Monthly, from 8/6/2018 to 5/24/2019

Evidence of Completion

Attendance sheets from the professional development offers indicating that the teachers have attended the training.

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

The Resource Teacher will submit lesson plans indicating what teachers are suppose to be implementing to include all of the components of the A.C.E.S. curriculum including problem solving strategies for different social situations. In addition, observations of the A.C.E.S. classes will be conducted by the Behavior Intervention Specialist and the principal to determine if the lesson plans and activities are being implemented with fidelity.

Person Responsible

Denny Hart

Schedule

Every 3 Weeks, from 8/13/2018 to 5/24/2019

Evidence of Completion

Copies of teachers lesson plans and logs of observations of classes

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

The principal will review discipline data to see if referrals have decreased since the initiation of the A.C.E.S. class from the number of referrals from the same time period the year before.

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

The discipline data for the 2017-18 school year and the 2018-19 school year.

G2.B2.S2 Every student will receive instruction in the Possible Selves Strategy from the Strategic Instructional Model curriculum during their A.C.E.S. class. 4

 S287275

Strategy Rationale

One of the goals of the social personal skills course is to improve students motivation and goal setting skills. One of the units in the class will be teaching the Possible Selves Learning Strategy to each student. Once students identify their life goals it is expected that they will see the need to complete their education in order to do the things they want to do. To be successful in school, one of their goals would be to attend school more frequently.

Action Step 1 5

Every student will receive instruction in the Possible Selves Strategy from the Strategic Instructional Model curriculum.

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

Student folders will be submitted by the teachers for their A.C.E.S. class that indicate when the strategy is being taught and when the instruction is completed.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Teachers will submit student folders indicating they have implemented all of the components of the Possible Selves Learning Strategy. In addition, the staff will meet with the presenter of the professional development, Dr. Martha McAdams, to discuss how they are implementing and she will do coaching as necessary. The data from the student folders and meetings and logs will indicate that 90% of the teachers are implementing the strategy with fidelity.

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

Copies of student folders and logs of follow-up meetings with teachers and the professional developer

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The principal or professional developer will meet with each teacher to review the Possible Selves folders that have been developed by the students as the teachers taught the strategy. At least 70% of the students will have a complete portfolio with goals regarding education.

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

Logs of the meetings with the teachers will be kept with information noted about the number of students who have completed a portfolio and the number of students who have goals regarding education.

G2.B4 Lack of parental involvement **2**

B271404

G2.B4.S1 Odyssey Parent nights will be offered one a month. Parents and students are required to attend these month meetings which include information about communication and parenting skills. **4**

S287276

Strategy Rationale

The monthly parent meetings will offer information to parents which will assist them in being more involved with their students education and encourage them to attend school regularly.

Action Step 1 **5**

Odyssey nights will be scheduled for each month beginning in September and the information about each night will be conveyed to parents through connect ed calls.

Person Responsible

Denny Hart

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

A sign-in sheet along with a brief discussion of the topic discussed will be kept for each meeting.

Action Step 2 **5**

A monthly school newsletter will be sent home beginning in September to inform parents of what is happening at the school and about upcoming events, including Odyssey nights.

Person Responsible

Denny Hart

Schedule

Monthly, from 9/1/2018 to 5/24/2019

Evidence of Completion

Copies of the newsletter including the information regarding Odyssey nights.

Action Step 3 5

Speakers will be provided for each Odyssey night.

Person Responsible

Denny Hart

Schedule

Monthly, from 9/1/2018 to 5/24/2019

Evidence of Completion

Notes will be taken during the Odyssey night to briefly describe the topic the speaker discussed.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The Principal and the Behavior Intervention Specialist will attend each Odyssey night and write a brief description of what was discussed.

Person Responsible

Denny Hart

Schedule

Monthly, from 9/1/2018 to 5/24/2019

Evidence of Completion

Copies of the descriptions of what was discussed at each monthly meeting.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

At the end of the year, a parent survey will be done regarding the newsletter and the Odyssey Nights requesting the parents to tell how effective they have been and if they have improved communication between home and school.

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

Results of the parent survey will be summarized by the Principal and the Behavior Intervention Specialist. The results will be utilized to determine the effectiveness of the Odyssey nights. If students exit the program early, parents will be asked to complete the survey prior to leaving the program.

G2.B4.S2 A monthly newsletter will be sent home to each parent to inform them of what is happening at the school and what events are coming up. 4

 S287277

Strategy Rationale

The monthly newsletter will keep the parents better informed and will allow them to become more involved with their student's education. It will also give them advance notice of events such as conference nights and Odyssey Nights so that they can attend.

Action Step 1 5

A monthly newsletter will be sent home with students.

Person Responsible

Denny Hart

Schedule

Monthly, from 9/1/2018 to 5/24/2019

Evidence of Completion

Copies of the newsletter

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

The Leadership team will assist in development of the monthly newsletter to insure that the newsletter has pertinent information in it.

Person Responsible

Denny Hart

Schedule

Monthly, from 9/1/2018 to 5/24/2019

Evidence of Completion

Copies of the newsletter

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

At the end of the year, a parent survey will be done regarding the newsletter and the Odyssey Nights requesting the parents to tell how effective they have been and if they have improved communication between home and school.

Person Responsible

Denny Hart

Schedule

On 5/24/2019

Evidence of Completion

Results of the survey will be shared with the leadership team to determine if the newsletters were effective or not.

G2.B5 Student suspensions 2

B271405

G2.B5.S1 Implementation of school wide expectations through PBIS. 4

S287278

Strategy Rationale

If students know what is expected of them and they are rewarded for appropriate behavior they are more likely to comply with school rules/regulations and thus will not need to be suspended as often.

Action Step 1 5

All students will be aware of the Behavior Level System and the rewards for each level.

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Each student will have a copy of the behavior level system in their school notebook. A log will be kept on a quarterly basis that teachers have monitored that the students all have copies of the system.

Action Step 2 5

All teachers will be aware of the PBIS model and how to implement it

Person Responsible

Denny Hart

Schedule

On 10/1/2018

Evidence of Completion

Copies of Professional Development roster indicating that staff has attended training regarding PBIS

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

The principal will do walk through observations to determine if teachers are utilizing the PBIS program and have expectations posted in their classrooms.

Person Responsible

Denny Hart

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Successful completion (70%) of walk-through with fidelity

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Students will progress through the Level system successfully showing they have obtained new levels.

Person Responsible

Doris Landers

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Logs of where students are in the Behavior Level System.

V. Professional Development Opportunities

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

G1. For the areas of English/Language Arts and Mathematics, as measured by the FSA and EOC's for 2018-19, the percentage of students scoring proficiency or above will increase as follows: ELA/FSA from .06% to 20%; Math/FSA from 18% to 30%; Algebra 1 EOC from zero to 20% and Geometry EOC from 33% to 50%.

G1.B8 Lack of instructional strategies for assisting students who are at risk to improve their academics

G1.B8.S1 Teachers will be provided professional development regarding the Strategic Instructional Model in the areas of Content Enhancement and Learning Strategies.

PD Opportunity 1

All new teachers will receive an overview in the Strategic Instructional Model and the Course and Unit Organizers.

Facilitator

Martha McAdams/FDLRS staff

Participants

Teachers new to ACE

Schedule

On 5/24/2019

PD Opportunity 2

All academic teachers will be provided professional development in the Content Enhancement Routine, Vocabulary Development from the Strategic Instruction Model Curriculum. They will discuss strategies that all teachers can utilize to reinforce vocabulary and will document how they have implemented strategies in their lesson plans.

Facilitator

Martha McAdams and FDLRS staff

Participants

All teachers

Schedule

Every 3 Weeks, from 8/13/2018 to 5/24/2019

G1.B8.S2 Teachers will be provided with professional development regarding CHAMPS and will be required to utilize it in every class.

PD Opportunity 1

Teachers will be given professional development on CHAMPS as a review for existing staff and as new information for new staff members.

Facilitator

FDLRS staff

Participants

All staff

Schedule

On 1/4/2019

G1.B9 Lack of proficiency in regard to performance monitoring and identifying ways to modify instruction based on the data obtained

G1.B9.S1 Provide teachers with professional development opportunities in ways to obtain and understand data.

PD Opportunity 1

Provide teachers with training on how to access data in PM2 through use of baseball card data by district staff.

Facilitator

District Staff

Participants

Teachers and principal

Schedule

On 5/17/2019

G2. The average daily attendance rate (ADA) for the 2017-18 school year was 70.7 %, the ADA rate will increase for the 2018-19 school year to 75%.

G2.B2 Students resistance to trust adults

G2.B2.S1 Every student will be enrolled in a social personal skills development course called A.C.E.S. (Accountable, Courteous, Exceptional, Social Behavior). Students will be taught a specific strategy for goal setting, along with problem solving skills for assisting them to have socially appropriate behavior in school and out of school.

PD Opportunity 1

Every student will receive instruction in social personal skills regarding problem solving and reacting appropriately to different social situations in and out of school utilizing the Harmony program.

Facilitator

Denny Hart/Doris Inman-Landers

Participants

All teachers

Schedule

On 5/24/2019

PD Opportunity 2

Every staff member will be trained in Trauma Informed Care Program to teach them how to identify the impact of trauma in the students' lives and identify ways to deal with behavior taking into account why the behavior is occurring.

Facilitator

Tykes and Teens

Participants

All teachers, teacher assistants and the principal

Schedule

Monthly, from 8/6/2018 to 5/24/2019

G2.B2.S2 Every student will receive instruction in the Possible Selves Strategy from the Strategic Instructional Model curriculum during their A.C.E.S. class.

PD Opportunity 1

Every student will receive instruction in the Possible Selves Strategy from the Strategic Instructional Model curriculum.

Facilitator

Martha McAdams/FDLRS

Participants

All faculty and the principal

Schedule

On 5/24/2019

G2.B5 Student suspensions

G2.B5.S1 Implementation of school wide expectations through PBIS.

PD Opportunity 1

All teachers will be aware of the PBIS model and how to implement it

Facilitator

Rhonda Spivey/Denny Hart

Participants

All teachers and teacher assistants

Schedule

On 10/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B8.S1.A1	All new teachers will receive an overview in the Strategic Instructional Model and the Course and Unit Organizers.				\$0.00
2	G1.B8.S1.A2	All academic teachers will be provided professional development in the Content Enhancement Routine, Vocabulary Development from the Strategic Instruction Model Curriculum. They will discuss strategies that all teachers can utilize to reinforce vocabulary and will document how they have implemented strategies in their lesson plans.				\$0.00
3	G1.B8.S2.A1	Teachers will be given professional development on CHAMPS as a review for existing staff and as new information for new staff members.				\$0.00
4	G1.B9.S1.A1	Provide teachers with training on how to access data in PM2 through use of baseball card data by district staff.				\$0.00
5	G1.B9.S1.A2	Provide a weekly opportunity for staff to meeting to hold Reflection meetings to discuss students behavior and academics. They will present data that they have on the student and discuss it with their peers and administration.				\$0.00
6	G2.B1.S1.A1	Review Dress code with staff and the SAC team.				\$0.00
7	G2.B1.S2.A1	Review the ACE Level system to include dress code compliance and to be more inclusive of specific items available for students as their level increases.				\$0.00
8	G2.B1.S2.A2	Use of weekly PBS program that includes incentives such as coupons, breakfast, and pizza for Levels, dress code compliance and attendance				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0033 - IR PREP			\$0.00
<i>Notes: community based support from Chic fil a , McDonalds, Big Apple Pizza who provided this to the school with free gift certificates and coupons</i>						
9	G2.B2.S1.A1	Every student will be enrolled in a social personal skills class called A.C.E.S.				\$0.00
10	G2.B2.S1.A2	Every student will receive instruction in social personal skills regarding problem solving and reacting appropriately to different social situations in and out of school utilizing the Harmony program.				\$0.00
11	G2.B2.S1.A3	Every staff member will be trained in Trauma Informed Care Program to teach them how to identify the impact of trauma in the students' lives and identify ways to deal with behavior taking into account why the behavior is occurring.				\$0.00
12	G2.B2.S2.A1	Every student will receive instrucion in the Possible Selves Strategy from the Strategic Instruction Model curriculum.				\$0.00
13	G2.B4.S1.A1	Odyssey nights will be scheduled for each month beginning in September and the information about each night will be conveyed to parents through connect ed calls.				\$0.00
14	G2.B4.S1.A2	A monthly school newsletter will be sent home beginning in September to inform parents of what is happening at the school and about upcoming events, including Odyssey nights.				\$0.00

15	G2.B4.S1.A3	Speakers will be provided for each Odyssey night.	\$0.00
16	G2.B4.S2.A1	A monthly newsletter will be sent home with students.	\$0.00
17	G2.B5.S1.A1	All students will be aware of the Behavior Level System and the rewards for each level.	\$0.00
18	G2.B5.S1.A2	All teachers will be aware of the PBIS model and how to implement it	\$0.00
Total:			\$0.00

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.B8.S2.MA1 M425633	The principal will conduct frequent walk throughs and will note whether students are on task when...	Hart, Denny	8/14/2017	Administrative notes will be kept and they will indicate more student on task behavior when CHAMPS is being utilized.	5/24/2018 weekly
G1.B8.S2.MA1 M425634	The principal will conduct frequent class walk throughs and monitor the use of CHAMPS during them.		8/14/2017	Administrative notes will depict that teachers are utilizing CHAMPS	5/24/2018 weekly
G1.B9.S1.MA1 M425636	Reflection teams will meet on a weekly basis to discuss students academics and behavior. They will...	Hart, Denny	8/6/2018	Notes from the weekly Reflection meetings will be collected.	8/6/2018 weekly
G2.B1.S1.MA3 M425641	Revise the handbook to reflect the new dress code	Hart, Denny	8/6/2018	Handbook	10/1/2018 one-time
G2.B5.S1.A2 A389640	All teachers will be aware of the PBIS model and how to implement it	Hart, Denny	8/6/2018	Copies of Professional Development roster indicating that staff has attended training regarding PBIS	10/1/2018 one-time
G2.B1.S2.A1 A389629	Review the ACE Level system to include dress code compliance and to be more inclusive of specific...	Hart, Denny	8/6/2018	A new revised level system with a focus on dress code opportunities for students in level 3 or higher in the handbook	10/31/2018 one-time
G2.B1.S1.MA1 M425640	Present revised Dress Code to SAC committee	Hart, Denny	8/6/2018	Minutes from the October SAC meeting.	11/30/2018 one-time
G2.B1.S1.A1 A389628	Review Dress code with staff and the SAC team.	Hart, Denny	8/6/2018	Newly revised dress code for the Alternative Center for Education in the handbooks	11/30/2018 one-time
G2.B1.S2.MA1 M425643	New Behavior Level System will be presented to staff and will appear in the handbook.	Hart, Denny	8/13/2018	Level system printed in students' level books, Copy of the handbook	11/30/2018 one-time
G1.B8.S2.A1 A389625	Teachers will be given professional development on CHAMPS as a review for existing staff and as new...	Hart, Denny	8/13/2018	Rosters from the CHAMPS professional development session	1/4/2019 one-time
G1.B9.S1.MA1 M425635	Teachers will utilize data to monitor student progress through iReady and unit assessments.	Hart, Denny	8/6/2018	There will be weekly data chats with the principal about what the teachers are teaching and the progress toward meeting the standards students are making.	5/17/2019 monthly
G1.B9.S1.A1 A389626	Provide teachers with training on how to access data in PM2 through use of baseball card data by...	Hart, Denny	8/6/2018	Roster from the professional training	5/17/2019 one-time
G1.B9.S1.A2 A389627	Provide a weekly opportunity for staff to meeting to hold Reflection meetings to discuss students...	Hart, Denny	8/6/2018	Rosters of the Reflection meetings and notes from them will be collected.	5/17/2019 weekly
G1.MA1 M425637	The school leadership team will review the iReady data to determine if students are making progress...	Hart, Denny	8/13/2018	iReady data reports and minutes of the meetings where the data was reviewed.	5/24/2019 quarterly
G2.MA1 M425654	Monitor weekly the ADA rate.	Hart, Denny	8/13/2018	Reports from the attendance officer/ FOCUS	5/24/2019 monthly
G2.MA2 M425655	Monitor the number of students who have chronic absenteeism.	Hart, Denny	8/13/2018	Reports from the attendance officer/ FOCUS	5/24/2019 one-time
G1.B8.S1.MA1 M425631	The principal will conduct frequent classroom walk throughs and monitor teacher lesson plans	Hart, Denny	8/13/2018	Administrative notes from walk throughs and teacher lesson plans	5/24/2019 every-3-weeks
G1.B8.S1.MA1 M425632	Teacher's lesson plans will indicate how they are implementing strategies to assist with vocabulary...	Hart, Denny	8/13/2018	Copies of lesson plans with information listed regarding strategies being utilized to assist with vocabulary	5/24/2019 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				development across the curriculum. Logs of follow-up meetings with the SIM professional developer..	
G1.B8.S1.A1 A389623	All new teachers will receive an overview in the Strategic Instructional Model and the Course and...	Hart, Denny	7/31/2018	Rosters of the professional development	5/24/2019 one-time
G1.B8.S1.A2 A389624	All academic teachers will be provided professional development in the Content Enhancement Routine,...	Hart, Denny	8/13/2018	Rosters from the professional development activity, copies of lesson plans with strategies identified for reinforcing writing across the curriculum and vocabulary development.	5/24/2019 every-3-weeks
G2.B1.S1.MA1 M425638	Review of attendance data	Hart, Denny	8/6/2018	attendance data	5/24/2019 monthly
G2.B1.S1.MA4 M425639	Review discipline data	Hart, Denny	8/13/2018	discipline data	5/24/2019 one-time
G2.B2.S1.MA1 M425644	The principal will review discipline data to see if referrals have decreased since the initiation of...	Hart, Denny	8/13/2018	The discipline data for the 2017-18 school year and the 2018-19 school year.	5/24/2019 quarterly
G2.B2.S1.MA1 M425645	The Resource Teacher will submit lesson plans indicating what teachers are suppose to be...	Hart, Denny	8/13/2018	Copies of teachers lesson plans and logs of observations of classes	5/24/2019 every-3-weeks
G2.B2.S1.A1 A389631	Every student will be enrolled in a social personal skills class called A.C.E.S.	Hart, Denny	8/13/2018	Student schedules with the social personal skills class listed	5/24/2019 annually
G2.B2.S1.A2 A389632	Every student will receive instruction in social personal skills regarding problem solving and...	Hart, Denny	8/13/2018	Lesson plans will be prepared by the resource teachers for their A.C.E.S. class and presented to the teachers. They will that indicate what goals the teachers are working on with the students and the instruction/activities that are being provided.	5/24/2019 one-time
G2.B2.S1.A3 A389633	Every staff member will be trained in Trauma Informed Care Program to teach them how to identify...	Hart, Denny	8/6/2018	Attendance sheets from the professional development offers indicating that the teachers have attended the training.	5/24/2019 monthly
G2.B4.S1.MA1 M425648	At the end of the year, a parent survey will be done regarding the newsletter and the Odyssey...	Hart, Denny	4/29/2019	Results of the parent survey will be summarized by the Principal and the Behavior Intervention Specialist. The results will be utilized to determine the effectiveness of the Odyssey nights. If students exit the program early, parents will be asked to complete the survey prior to leaving the program.	5/24/2019 one-time
G2.B4.S1.MA1 M425649	The Principal and the Behavior Intervention Specialist will attend each Odyssey night and write a...	Hart, Denny	9/1/2018	Copies of the descriptions of what was discussed at each monthly meeting.	5/24/2019 monthly
G2.B4.S1.A1 A389635	Odyssey nights will be scheduled for each month beginning in September and the information about...	Hart, Denny	8/13/2018	A sign-in sheet along with a brief discussion of the topic discussed will be kept for each meeting.	5/24/2019 monthly
G2.B4.S1.A2 A389636	A monthly school newsletter will be sent home beginning in September to inform parents of what is...	Hart, Denny	9/1/2018	Copies of the newsletter including the information regarding Odyssey nights.	5/24/2019 monthly
G2.B4.S1.A3 A389637	Speakers will be provided for each Odyssey night.	Hart, Denny	9/1/2018	Notes will be taken during the Odyssey night to briefly describe the topic the speaker discussed.	5/24/2019 monthly
G2.B5.S1.MA1 M425652	Students will progress through the Level system successfully showing they have obtained new...	Landers, Doris	8/13/2018	Logs of where students are in the Behavior Level System.	5/24/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.MA1 M425653	The principal will do walk through observations to determine if teachers are utilizing the PBIS...	Hart, Denny	8/13/2018	Successful completion (70%) of walk-through with fidelity	5/24/2019 monthly
G2.B5.S1.A1 A389639	All students will be aware of the Behavior Level System and the rewards for each level.	Hart, Denny	8/13/2018	Each student will have a copy of the behavior level system in their school notebook. A log will be kept on a quarterly basis that teachers have monitored that the students all have copies of the system.	5/24/2019 quarterly
G2.B1.S2.MA1 M425642	Fewer referrals for dress code non-compliance that during the 2017-18 school year.	Hart, Denny	8/13/2018	Discipline data regarding dress code violations	5/24/2019 quarterly
G2.B1.S2.A2 A389630	Use of weekly PBS program that includes incentives such as coupons, breakfast, and pizza for...	Hart, Denny	8/13/2018	Newsletter showing the positive programs, data regarding students' progress in the level system	5/24/2019 weekly
G2.B2.S2.MA1 M425646	The principal or professional developer will meet with each teacher to review the Possible Selves...	Hart, Denny	8/13/2018	Logs of the meetings with the teachers will be kept with information noted about the number of students who have completed a portfolio and the number of students who have goals regarding education.	5/24/2019 one-time
G2.B2.S2.MA1 M425647	Teachers will submit student folders indicating they have implemented all of the components of the...	Hart, Denny	8/6/2018	Copies of student folders and logs of follow-up meetings with teachers and the professional developer	5/24/2019 one-time
G2.B2.S2.A1 A389634	Every student will receive instrucion in the Possible Selves Strategy from the Strategic...	Hart, Denny	8/13/2018	Student folders will be submitted by the teachers for their A.C.E.S. class that indicate when the strategy is being taught and when the instruction is completed.	5/24/2019 one-time
G2.B4.S2.MA1 M425650	At the end of the year, a parent survey will be done regarding the newsletter and the Odyssey...	Hart, Denny	4/29/2019	Results of the survey will be shared with the leadership team to determine if the newsletters were effective or not.	5/24/2019 one-time
G2.B4.S2.MA1 M425651	The Leadership team will assist in development of the monthly newsletter to insure that the...	Hart, Denny	9/1/2018	Copies of the newsletter	5/24/2019 monthly
G2.B4.S2.A1 A389638	A monthly newsletter will be sent home with students.	Hart, Denny	9/1/2018	Copies of the newsletter	5/24/2019 monthly