Marion County Public Schools

Mcso Adults

2018-19 Schoolwide Improvement Plan

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Mcso Adults

700 NW 30TH AVE, Ocala, FL 34475

[no web address on file]

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 9-12	No	0%

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

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Marion County Sheriff Office Adults program (MCSO) is to provide a continuation of educational services that empowers reassigned, expelled, and referral students by creating a culture that supports a personalized learning experience and by using the continuous improvement model.

Provide the school's vision statement.

MCSO Adults provides personal and educational support for students at risk of not making continuous progress in school by providing high quality engaging instruction to close the achievement gap among students that are in the same cohort.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
McAteer, William	Principal
Miller, Jennifer	Other
Hobart, Winona	Teacher, ESE
Elkins, Arthur	Dean
Thomas, Dwan	Assistant Principal
Fray, Wesley	Other
Bennett, Nicole	Other
Leahmon, Adeniki	School Counselor
Jamerson, Shawntavia	Teacher, ESE
Cicci, Mary	Teacher, K-12
Luckey, Steven	Teacher, K-12

Duties

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

The leadership team meets quarterly for two hours. The leadership team also runs SAC meeting quarterly as well. The leadership team discusses site based issues, brainstorms effective resolutions together. We talk about what goals the education staff need to accomplish. The budget is also discussed in the SAC and leadership meetings. The leadership team talks about technology for our students and also the vocational opportunities we can offer to our students at our DJJ sites. The leadership team is comprised of the lead teacher from each site, Executive Director, Stakeholders, School Counselor, Transitional Specialist, Teacher, Community Members and the Coordinator. The leadership team meets with all of our Title I N&D sites, once a month to go over our Title I budget and to review how to spend funds. The leadership team works directly to purchase resources that are research based and aligned with the Florida Standards. The person responsible for making sure the resources are available is the Coordinator of Alternative Learning and Lead Teachers at each site.

The transition manager will be responsible for ordering the research based materials. The Coordinator also provides training on what is appropriate to purchase and how the purchase should benefit student outcomes. The coordinator of Alternative Learning will be responsible for Professional Development, reviewing student data and teacher walk-throughs.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Successfully Transition	0	0	0	0	0	0	0	0	0	10	15	20	15	60
Earn Diploma or GED	0	0	0	0	0	0	0	0	0	0	2	5	8	15
High School Credits	0	0	0	0	0	0	0	0	0	20	10	25	30	85
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data Component that performed the lowest was High School Diplomas. Students are also not being able to receive credit because the work is to difficult. The teachers are finding ways to meet each student at their own level. This is a trend because we don't have students long enough to make a major impact on credits.

Which data component showed the greatest decline from prior year?

We didn't have a great decline in one specific area. Mostly everything stayed the same.

Which data component had the biggest gap when compared to the state average?

The biggest gap when compared to the state average is graduation rate because we don't have the students long enough to get them caught up to graduate.

Which data component showed the most improvement? Is this a trend?

The component that showed the most improvement was successfully transitioning students back into school and also back to their communities. This is a trend because we have a wonderful transitional specialist that has done a great job making sure students are successful transitioned out of the program.

Describe the actions or changes that led to the improvement in this area.

We hired a great transitional specialist who makes sure each student is given a fair shot at being successful. The transitional specialist works very hard with community stakeholders to make sure the students are presented with all opportunities that are afforded to them.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	44%	56%	0%	42%	52%
ELA Learning Gains	0%	48%	53%	0%	40%	46%
ELA Lowest 25th Percentile	0%	37%	44%	0%	30%	38%
Math Achievement	0%	44%	51%	0%	37%	43%
Math Learning Gains	0%	42%	48%	0%	35%	39%
Math Lowest 25th Percentile	0%	31%	45%	0%	32%	38%
Science Achievement	0%	60%	67%	0%	63%	65%
Social Studies Achievement	0%	67%	71%	0%	65%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Successfully Transition	10 (0)	15 (0)	20 (0)	15 (0)	60 (0)
Earn Diploma or GED	0 (0)	2 (0)	5 (0)	8 (0)	15 (0)
High School Credits	20 (0)	10 (0)	25 (0)	30 (0)	85 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018					
	2017					
Cohort Comparison						
10	2018					
	2017	0%	43%	-43%	50%	-50%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Research Based Instructional Stratgies.
Rationale	To decrease the achievement gap for students involved in the DJJ youth system and their schools cohorts group.

Intended Outcome	If the teachers use research based instructional strategies aligned with the district curriculum maps, then we will increase student academic achievement. Last year we had 2 students receive their GED, this year we would like to see 4 students receive their GED. We had a total of 15 credits completed last school year, this year we would like to have 25 credits completed by our students.
Point Person	Dwan Thomas (dwan.thomas@marion.k12.fl.us)

Action Step	
Description	Pre-test each youth upon entry to the facility. Utilize these test results the education staff will collaborate to create remediation strategies, which will implement differentiated instruction for students. Collaborate with community stakeholders to provide pre-employment exposure and on-the-job training for our students.
Person Responsible	Jennifer Miller (jennifer.miller@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	The monitoring of effectiveness by GED attainment and credits/units completion on a monthly bases. The leadership team will discuss monthly options to improve GED attainment and jobs. The teachers will meet weekly with the lead teachers and coordinator to see if the remediation strategies are working in the classroom.
Person Responsible	Dwan Thomas (dwan.thomas@marion.k12.fl.us)

Activity #2	
Title	Increase Career Employment Readiness
Rationale	Increase the opportunity for gainful employment following release and decrease recidivism rate.
Intended Outcome	If we work with community stakeholders and teachers on providing our students with career readiness skills, then we will increase career employment for our DJJ students. We were able to get 2 students set up with employment. This school year we would like to have 4 students employed. Last school year we had 5 students complete the career course work. This year we would like to see 7 students complete the career course and receive credit.
Point Person	Dwan Thomas (dwan.thomas@marion.k12.fl.us)
Action Step	
Description	Collaborate with community stakeholders to provide pre-employment exposure and on-the-job training for our students. Invite guest speakers from a variety of industries to provide information to students about potential career paths. Designate career curriculum focused on preparing students for the workforce. Job Fair/ Career exposure to new industries that have a need for entry-level employment.
Person Responsible	Jennifer Miller (jennifer.miller@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Transitional Specialist will monitor students on an incremental timeline to determine effectiveness. 30 day, 60 day and 90 days from when they leave our program. The student will follow-up with their JPO, Transitional Specialist and local school administrator to make sure they're on track for a career and academic path. Students will also receive career readiness training while at MCSO to make sure they have the proper skills to apply for jobs and also post secondary education. The teachers will conduct progress monitoring plans each month. MCSO offers a Career Class that students can receive a half a credit in as an elective. The course offers career readiness training and also allows students to actually apply for jobs. The monitoring plan will include looking at students work and evaluating them on employability skills.
Person Responsible	Dwan Thomas (dwan.thomas@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Marion County Sherriff Office Adults builds partnerships with the community by inviting guest speakers to come and talk with the students. Some programs we use are Tobacco Cessation and a plethora of community stakeholders. Lead teacher participates in facility advisory meetings. The lead teacher is actively seeking a business partner at MCSO. A toastmaster instructor comes to the facility to teach our

students about impromptu speaking. The Jacksonville Zoo comes yearly to speak to our students about animals habits, ecosystems, and how animals affect and impact the environment. A VSA artist comes out and teaches our students about the importance of art. MCSO will also continually reach out to organization to provide students a variety of community information. We send home information about school and different transition services we can provide as well as community partners that provide services for children. Parents are invited to participate in IEP meetings and also invited to family day.

PFEP Link

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

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.

MCSO has an on site guidance counselor and transition specialist. In addition the facility also has a on-site counselor that the teachers can refer youth in crisis. MCSO also has an on-site resource compliance specialist to ensure students with disabilities needs are met.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Transitional Specialist meets with students that are returning to their base school to make sure they have a successful transition back. The Transitional Specialist also meets with the parents to explain the best option academically and career wise for the student. The Transitional Specialist meets with the facility 30 days before the student is released and then does a 30 day, 60 day and 90 day follow-up on the child.

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

The leadership team meets with Title I N&D sites, once a month to go over our Title I budget and to review how to spend funds. The leadership team works directly to purchase resources that are research based and aligned with the Florida Standards. The person responsible for making sure the resources are available is the curriculum coordinator. The curriculum coordinator also provides training on what is appropriate to purchase and how the purchase should benefit student outcomes. The leadership team reviews TABE data to see what area students struggle to most in academically, then we will make sure we allocate enough funds to that area of concern. Each lead teacher at the school will keep an inventory of resources and what teacher should receive resources.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

MCSO has a Transition Specialist that provides support to students about college and career awareness. We offer workforce training to our students, which provides our students with customer service certifications and other certifications from Workforce Inc. The Transition Specialist helps them with registration and getting information about colleges and jobs online. The Transitional Specialist also works with the teachers to teach students how to write resumes and fill-out job applications.

Part V: Budget

Total:	**$0.00**