



## Hope School

2031 HOPE SCHOOL DR, Marianna, FL 32448

<http://hope.jcsb.org>

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

%

### School Grades History

Year

Grade

### School Board Approval

This plan was approved by the Jackson County School Board on 10/21/2014.

### 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Hope School Mission is to provide a safe secure setting to deliver the instruction and resources needed to help each student reach their maximum potential to become as independent as possible at home, in the community, and during post-secondary education.  
"WE SOAR WITH PRIDE"

##### **Provide the school's vision statement**

The purpose of the Jackson County School District is to prepare all students for success as educated and caring citizens by inspiring and building good character and a passion for life-long learning-building a better community one student at a time.  
Hope School vision statement: "WE SOAR WITH PRIDE"

#### School Environment

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

Hope School learns about the students' cultures and builds relationships by being involved in IEP meetings, parent-teacher and student-teacher conferences, and conducting surveys during the year. Teachers review social history, cumulative records and registration forms on each student in their classrooms. Hope School also has parent nights during the school year.

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

Hope School creates a safe and respected environment by teaching social skills, implementing anti-bullying programs and having an open door policy. At Hope some of the students are with the same teacher or in the same classroom for several years, so the teacher and students get to know each other very well and respect each other. Hope School has a 3:1 student/staff ratio for academic instruction.

##### **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**

Hope School's behavioral system:

1. All misconduct should be handled in the classroom first. Priority should be given to behavior intervention.
2. After classroom procedures have been tried and documented, an Office Referral should be completed and given to the Principal or designee.
3. After a student receives three OR's the student will receive a Discipline Report with appropriate action taken, and the Discipline Report is sent home with the child to be return signed by the parent.
4. Due to the fact that we have diverse age/ability ranges, the teacher will develop their own classroom reward/discipline program to be implemented daily.

**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**

Hope School ensures that the social-emotional needs of all students are met by having an on-site school counselor who facilitates student services. Peer mentoring from other schools is done by general ed students participating in special activities with our students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Hope School uses a report that is generated from FOCUS. The report identifies early warning system of grades, attendance, referrals and etc. The teachers use the 20-day report for the final authority in determining the number of absences for each student. After 5 tardies or four unexcused absences in a 9-week period a child study team will meet and a parent must attend. Since Hope School has medically fragile students, we also have a medically fragile clause in our policy: If your child is documented as "medically fragile" with documentation provided by a medical physician, absences will be reviewed, on a case by case basis, by the principal or principal's designee. A determination will be made if the absence will be considered excused or unexcused.

**Provide the following data related to the school's early warning system**

*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	5	5	3	5	4	2	4	1	7	6	2	2	5	51
One or more suspensions	0	0	0	0	0	0	1	1	0	2	1	0	0	5
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	1	0	3	0	1	2	2	2	0	11

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

Indicator	Grade Level						Total
	4	6	8	9	10	11	
Students exhibiting two or more indicators	1	3	1	2	2	2	11

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

Hope School is incorporating more technology into the classroom and lessons in order to help the students to increase scores on the statewide assessment. The increase in academics skills will give the students more confidence and increase their attendance rate. The SIP goals to have more motivation from all staff will give the students a sense of pride and they will want to come to school and learn so the number of referrals will stay low and assessments scores will increase.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

- PTO/SAC/SIP meetings
- Harvest Day
- Holiday Program
- Awards Day
- Progress Reports
- Positive phone calls
- daily or weekly notes sent home

**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**

Hope School builds and sustains partnerships with the local community to better our students so they can be as independent as possible and be an asset to the community. Some of the high school students go into the community and work. This helps the community and the students to have a sense of pride in themselves. Hope school seeks out for other community and business partners by staff input and other business partners referrals.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Braxton, Millicent	Principal
Hand, Joy	Teacher, ESE
Blackmon, Cynthia	Teacher, ESE
Sylvester, Ruby	Teacher, ESE
Parrish, Karen	Teacher, ESE
Wiggins, Tanya	Teacher, ESE
Lovely, Christi	Teacher, ESE

**Duties**

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

Four school leadership team members met for two consecutive days to review and compile data for the 2014-2015 School Improvement Plan. The team met with other teachers during School Improvement Planning day at the school to discuss and review the data. After the SAC committee meets on September 9, 2014 and the plan is agreed on then the plan will be submitted.

**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 leadership team met and compared data from Florida Alternate Assessments scores, Unique curriculum benchmarks, pre and post test from Unique, so we would be able to make decisions to assist our students with their education needs.

SAI (Supplemental Academic Instruction) funds are provided to teachers to receive education materials and supplemental curriculum to assist students.

Lead money is given to teachers to help supply the classroom with needed materials.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Karen Parrish	Teacher
Mr. John Brewer	Business/Community
Mrs. Shanta Brown	Parent
Mr. Jeff Kindlespire	Business/Community
Chris Moreno	Student
Mrs. Misty Brinkley	Parent
Mrs. Aundrea Johnson	Parent
Mrs. Debra Gay	Parent
Ms. Angel Horne	Parent
Dr. Millicent Braxton	Principal
Jalisa Wilson	Student
Ms. Jean Melvin	Education Support Employee
Ms. Roxanne Ross	Education Support Employee
Mrs. Ruby Sylvester	Teacher
Mrs. Joy Hand	Teacher
Ms. Cynthia Blackmon	Teacher
Mrs. Christi Lovely	Teacher
Mrs. Tanya Wiggins	Teacher

#### Duties

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

*Evaluation of last year's school improvement plan*

After the SIP team reviewed the data from last year, the SAC was given a copy of the results. We met and discussed the results from the data.

*Development of this school improvement plan*

The school-based leadership team met for two consecutive days to review and compile data for the 2014-2015 School Improvement Plan. The School Advisory Council met on September 9, 2014 to discuss the data collected and reported by the school-based leadership team. If in agreement, the 2014-2015 SIP will be submitted to the district office for approval.

*Preparation of the school's annual budget and plan*

N/A

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

N/A

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

No

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

N/A

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

We have monthly teacher meetings to discuss any concerns. Grade level groups meet to discuss planning and instruction. Hope School has a mentor Marzano teacher to help support others in the use of Marzano strategies through peer observations and to offer support in the teachers' growth plan.

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

Recruit-Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also partnered with Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the internet.

Retain-Newly hired teachers are provided a mentor and district support through the beginning teacher program. Professional development opportunities are provided by the coordination of local, state and federal fund sources to increase teacher effectiveness, and retain qualified teachers by providing a conducive environment for improving professional knowledge. This provides resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college course, etc.) for teachers to obtain their professional teaching certificate and/or become highly qualified in subject areas taught, and renewal of professional certificates for veteran teachers. Support teaches to improve instructional practices by the evaluation process developed through Race to the Top using the Marzano Frameworks.

Responsible- Dr. Millicent Braxton, Principal; Deputy Superintendent, Cheryl McDaniel; Director of Elementary and Early Childhood Carolyn Pilcher; Supervisor of Federal Programs, Michael Kilts; Teacher Evaluation Manager Cheryl McDaniel.

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

This year we have one beginning teacher. We do have a mentoring program for beginning teachers. We assign beginning teachers with experienced teachers by current teaching assignments. A mentor teacher works with the beginning teacher by doing classroom observations, completing a checklist designated by the district, offering lesson planning, coaching, and offering general support. They work together planning IEP's, curriculum (Unique Learning System), differentiated instruction and learning strategies for ESE students.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Hope School uses access points that is aligned to Florida's Standards. The Unique Learning System curriculum that is used at Hope is an online, dynamic, standards-based curriculum specifically designed for students with special needs. This curriculum is used across all grade levels. Hope School has a mentor Marzano teacher to help support others in the use of Marzano strategies through peer observations.

#### **Instructional Strategies**

***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***

Teachers use the data from the Unique Learning System to provide and differentiate instruction. All have an IEP which allows the lessons to be modified. The curriculum that is used is Unique Learning System. This curriculum is a standards-based curriculum specifically designed for students with special needs. All teachers use the access points from the Florida Standards. Hope School staff has yearly in-services of Handle with Care, and Autism/CARDS.

***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:**

N/A

**Strategy Rationale**

N/A

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

N/A

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

We have students that leave Hope after PreK and some students stay at Hope after PreK and move on through kindergarten. In an effort to ease the transition from Hope to a local school we begin the process by introducing the student to the new teacher at the IEP meeting for a change in placement. PreK teachers discuss the likes and dislikes of the students, including foods, as well as positive behavior supports. PreK teachers also discuss the types of assessment and capabilities of the student and set a date/time for parents and student to visit the new school. PreK teachers send the child's audit trail folder, cumulative record, and health record to the new school. In the event that a student is remaining at Hope and moving up to another teacher, the PreK teacher will take the student to visit their new classroom and introduce them to the new teacher and classroom staff. At this time the student may also sit in during circle time or other activities to familiarize the student with routines of the classroom. The new teacher will be given the students' portfolio of work at the time as well.

### College and Career Readiness

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

Students in grades 9-12 are given a social skills curriculum and some of the students in grades 10-12 are using a transition curriculum along with academics. Unique curriculum has a band that has nothing but transition items. Teachers also use Dare to Dream and/or Stand Up for Me for self-determination.

Some of the high school Seniors that have received their academic credits go into the community and volunteer at a job to learn job skills.

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

N/A

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

N/A

**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**

N/A

## 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.** In 2014-2015 school year, Hope School wants to increase parent involvement in school activities.
  
- G2.** In 2014-15 school year, Hope School will establish a climate of high academic expectations from all staff so the students academic outcome, attendance and attitude will improve.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** In 2014-2015 school year, Hope School wants to increase parent involvement in school activities. 1a

G036476

**Targets Supported** 1b

Indicator	Annual Target
FAA Reading Proficiency	58.0
FAA Mathematics Proficiency	55.0

**Resources Available to Support the Goal** 2

- PTO, Community Partners, Social Media (Facebook Page)
- Family HotDog night, Family Reading Night

**Targeted Barriers to Achieving the Goal** 3

- Childcare,

**Plan to Monitor Progress Toward G1.** 8

A sign-up sheet will be collected at each parent involvement activity.

**Person Responsible**

Karen Parrish

**Schedule**

Annually, from 9/9/2014 to 5/29/2015

**Evidence of Completion**

A summary report will be completed to reflect the number of parents involved.

**G2.** In 2014-15 school year, Hope School will establish a climate of high academic expectations from all staff so the students academic outcome, attendance and attitude will improve. 1a

G035710

**Targets Supported** 1b

Indicator	Annual Target
FAA Mathematics Proficiency	55.0
FAA Reading Proficiency	58.0
Attendance rate	80.0

**Resources Available to Support the Goal** 2

- Training
- Mentoring program
- Two computers labs, I pads, Smart-boards, and 1/1 initiative K-3

**Targeted Barriers to Achieving the Goal** 3

- Teachers are having to adapt their teaching style to fit the changing academic needs of out students.
- A small percentage of staff seems to lack motivation.

**Plan to Monitor Progress Toward G2.** 8

Attendance rooster, DR, surveys, progress montoring and FAA results.

**Person Responsible**

Karen Parrish

**Schedule**

Semiannually, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Students will have better attendance, decrease in DR, and increase scores on Florida Alternate Assessment.

## 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.** In 2014-2015 school year, Hope School wants to increase parent involvement in school activities. **1**

 G036476

**G1.B1** Childcare, **2**

 B087346

**G1.B1.S1** Teachers and other Hope School staff will provide childcare during parent involvement activities as volunteers. **4**

 S098073

#### Strategy Rationale

It builds school community and allows parents to attend without childcare worries.

#### Action Step 1 **5**

A designated area and volunteers teachers and staff will be assigned to provide childcare during parent involvement activities.

#### Person Responsible

Karen Parrish

#### Schedule

Semiannually, from 9/9/2014 to 5/29/2015

#### Evidence of Completion

There will be a sign-in and sign-out sheet for parents.

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

The sign-in and sign-out sheets will be used during parent involvement activities.

**Person Responsible**

Karen Parrish

**Schedule**

Annually, from 9/9/2014 to 5/29/2015

***Evidence of Completion***

The sign-in and sign-out will be kept for records.

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

Increase of parent involvement.

**Person Responsible**

Karen Parrish

**Schedule**

Annually, from 9/9/2014 to 5/29/2015

***Evidence of Completion***

A sign-up sheet will show the parents that attended the activities.

**G2.** In 2014-15 school year, Hope School will establish a climate of high academic expectations from all staff so the students academic outcome, attendance and attitude will improve. 1

G035710

**G2.B1** Teachers are having to adapt their teaching style to fit the changing academic needs of out students. 2

B086637

**G2.B1.S1** A support system from others staff members will help staff understand that the students academic population has changed and support them by helping the staff to learn new technology skills to teach the students. Hope School will use differentiated instruction with more technology which is built into our curriculum. 4

S097335

### Strategy Rationale

These new skills will help the students reach the reading and math goals and give the students a sense of achievement.

### Action Step 1 5

Teach staff how to use the projector and smartboard.

#### Person Responsible

Millicent Braxton

#### Schedule

Monthly, from 8/18/2014 to 12/19/2014

#### Evidence of Completion

Lesson plans, observations and increase in students math and reading scores in the Unique Curriculum.

### Action Step 2 5

Show and teach staff new apps on the computer and I-Pads. Example Raz-Kids, Unique, Moby Max and Lexia.

#### Person Responsible

Karen Parrish

#### Schedule

Semiannually, from 9/2/2014 to 5/5/2015

#### Evidence of Completion

Observations, sessions with teachers, progress monitoring from programs.

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

A committee will be formed to teach educational apps and programs.

**Person Responsible**

Christi Lovely

**Schedule**

Monthly, from 10/6/2014 to 4/30/2015

**Evidence of Completion**

A list of apps provided to staff, progress monitoring from programs, observations.

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

Survey staff and determine effectiveness of apps and analyze FAA math and reading results.

**Person Responsible**

Millicent Braxton

**Schedule**

Semiannually, from 1/12/2015 to 5/15/2015

**Evidence of Completion**

A teacher survey will be conducted; we will analyze the math and reading scores from the Florida Alternate Assessment. Progress monitoring will be check on programs.

**G2.B2** A small percentage of staff seems to lack motivation. 2

B088592

**G2.B2.S1** A mentor program will be formed to help staff learn new apps and technology to increase the students academic outcome and social skills. The students learning will motivate the staff. 4

S130252

**Strategy Rationale**

With the mentor program the staff will be able to use more technology with the students which the students love. With this teaching, the students behavior and learning skills will increase. The staff motivation will increase.

**Action Step 1** 5

With the learning of new apps and technology, the staff will be using more technology with the students.

**Person Responsible**

Millicent Braxton

**Schedule**

Semiannually, from 8/18/2014 to 5/1/2015

**Evidence of Completion**

Lesson plans, observations, increase in Florida Alternate Assessment scores, increase surveys reponses

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

With the use of the action plan, the students and staff attitude and learning will increase.

**Person Responsible**

Millicent Braxton

**Schedule**

Annually, from 8/18/2014 to 5/4/2015

**Evidence of Completion**

Scores from the Florida Alternate Assessment, progress monitoring for different programs, and observations

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

The School Improvement Team will analyze data that has been collected to determine if the students is making progress in reading and math.

**Person Responsible**

Karen Parrish

**Schedule**

Semiannually, from 8/18/2014 to 5/5/2015

**Evidence of Completion**

Progress reports from apps, Lexia, ABCMouse, RazKids, MobyMax, and scores from the Florida Alternate Assessment.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teach staff how to use the projector and smartboard.	Braxton, Millicent	8/18/2014	Lesson plans, observations and increase in students math and reading scores in the Unique Curriculum.	12/19/2014 monthly
G1.B1.S1.A1	A designated area and volunteers teachers and staff will be assigned to provide childcare during parent involvement activities.	Parrish, Karen	9/9/2014	There will be a sign-in and sign-out sheet for parents.	5/29/2015 semiannually
G2.B2.S1.A1	With the learning of new apps and technology, the staff will be using more technology with the students.	Braxton, Millicent	8/18/2014	Lesson plans, observations, increase in Florida Alternate Assessment scores, increase surveys reponses	5/1/2015 semiannually
G2.B1.S1.A2	Show and teach staff new apps on the computer and I-Pads. Example Raz-Kids, Unique, Moby Max and Lexia.	Parrish, Karen	9/2/2014	Observations, sessions with teachers, progress monitoring from programs.	5/5/2015 semiannually
G1.MA1	A sign-up sheet will be collected at each parent involvement activity.	Parrish, Karen	9/9/2014	A summary report will be completed to reflect the number of parents involved.	5/29/2015 annually
G1.B1.S1.MA1	Increase of parent involvement.	Parrish, Karen	9/9/2014	A sign-up sheet will show the parents that attended the activities.	5/29/2015 annually
G1.B1.S1.MA1	The sign-in and sign-out sheets will be used during parent involment activities.	Parrish, Karen	9/9/2014	The sign-in and sign-out will be kept for records.	5/29/2015 annually
G2.MA1	Attendance rooster, DR, surveys, progress monitoring and FAA results.	Parrish, Karen	9/1/2014	Students will have better attendance, decrease in DR, and increase scores on Florida Alternate Assessment.	5/29/2015 semiannually
G2.B1.S1.MA1	Survey staff and determine effectiveness of apps and analyze FAA math and reading results.	Braxton, Millicent	1/12/2015	A teacher survey will be conducted; we will analyze the math and reading scores from the Florida Alternate Assessment. Progress monitoring will be check on programs.	5/15/2015 semiannually
G2.B1.S1.MA1	A committee will be formed to teach educational apps and programs.	Lovely, Christi	10/6/2014	A list of apps provided to staff, progress monitoring from programs, observations.	4/30/2015 monthly
G2.B2.S1.MA1	The School Improvement Team will analyze data that has been collected to determine if the students is making progress in reading and math.	Parrish, Karen	8/18/2014	Progress reports from apps, Lexia, ABCMouse, RazKids, MobyMax, and scores from the Florida Alternate Assessment.	5/5/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	With the use of the action plan, the students and staff attitude and learning will increase.	Braxton, Millicent	8/18/2014	Scores from the Florida Alternate Assessment, progress monitoring for different programs, and observations	5/4/2015 annually

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** In 2014-2015 school year, Hope School wants to increase parent involvement in school activities.

**G1.B1** Childcare,

**G1.B1.S1** Teachers and other Hope School staff will provide childcare during parent involvement activities as volunteers.

### PD Opportunity 1

A designated area and volunteers teachers and staff will be assigned to provide childcare during parent involvement activities.

#### Facilitator

Karen Parrish

#### Participants

Volunteer teachers and staff volunteers

#### Schedule

Semiannually, from 9/9/2014 to 5/29/2015

**G2.** In 2014-15 school year, Hope School will establish a climate of high academic expectations from all staff so the students academic outcome, attendance and attitude will improve.

**G2.B2** A small percentage of staff seems to lack motivation.

**G2.B2.S1** A mentor program will be formed to help staff learn new apps and technology to increase the students academic outcome and social skills. The students learning will motivate the staff.

### PD Opportunity 1

With the learning of new apps and technology, the staff will be using more technology with the students.

#### Facilitator

Dr. Braxton, Christi Lovely, Karen Parrish

#### Participants

Hope School Staff

#### Schedule

Semiannually, from 8/18/2014 to 5/1/2015

## Technical Assistance Items

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

**G2.** In 2014-15 school year, Hope School will establish a climate of high academic expectations from all staff so the students academic outcome, attendance and attitude will improve.

**G2.B1** Teachers are having to adapt their teaching style to fit the changing academic needs of out students.

**G2.B1.S1** A support system from others staff members will help staff understand that the students academic population has changed and support them by helping the staff to learn new technology skills to teach the students. Hope School will use differentiated instruction with more technology which is built into our curriculum.

### PD Opportunity 1

Teach staff how to use the projector and smartboard.

#### Facilitator

Christi Lovery and Karen Parrish

#### Participants

Hope School Staff

#### Schedule

Monthly, from 8/18/2014 to 12/19/2014

### PD Opportunity 2

Show and teach staff new apps on the computer and I-Pads. Example Raz-Kids, Unique, Moby Max and Lexia.

#### Facilitator

Christi Lovely and Karen Parrish

#### Participants

Hope School Staff

#### Schedule

Semiannually, from 9/2/2014 to 5/5/2015