Jackson Alternative School

2014-15 School Improvement Plan

Jackson Alternative School

2701 TECHNOLOGY CIR, Marianna, FL 32448

http://jas.jcsb.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	%

Alternative/ESE Center	Charter School	Minority
No	No	%

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.

Table of Contents

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	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide the resources to help each student develop to his or her maximum potential and to become as productive and independent as possible at home, in the community, and/or during post-secondary education/employment.

Provide the school's vision statement

Our faculty and staff should ...
...be involved in decision-making.
...be recognized, encouraged, and supported for their efforts.
...make full use of instructional time.
...utilize activities that promote students' ability to think.
...possess a strong desire to be the best they can be.
...work together in a cooperative manner.
...be interested in the health and welfare of the students.
...be role models for the students.
...display initiative and operate professionally.
...display a positive attitude toward students and learning.

School Environment

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

Each student and parents participate in an intake staffing meeting with the student's educational team which consists of the student, parents, the guidance counselor, an administrator or guidance counselor from the sending school, an administrator from Jackson Alternative, the prospective teacher and a representative from the ESE department as appropriate. Teachers meet with parents during Open House prior to the beginning of the school year. Phone conferences are conducted when parents are unable to attend meetings on campus. Parents are encouraged to visit the school, volunteer in classrooms, and have lunch with their child. As an alternative school, our situation is unique to the needs of our student population which focuses on parental contact and involvement. During the initial student staffing interview, the best method of contact is established and then continual updating of contact information along with the Title 1 survey is monitored to ensure that parents are involved in meetings concerning the education and welfare of their child while at Jackson Alternative.
Additionally, each staff person at Jackson Alternative School has identified three students who are not served in their assigned classroom to assume a mentor role. The purpose is to establish a mentor program to allow students to develop relationships with adults in the school who are not directly responsible for their instruction so that students can have a role model who takes interest in their emotional and academic welfare.

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

Because a lot of our students lack effective social skills and have had negative experiences with authority figures, mutual respect and safety are of utmost importance at JAS. Administration has an open door policy for students to express concerns regarding their care, treatment, and instruction.

Students are aware that teachers will email administration any requests for conferences with administrative staff. When possible, administration meets with students during the same day requests are made.

The staff to student ratios at JAS allow for more personal interactions between staff and students to encourage a feeling of risk free communication. Students are informed routinely of rules and procedures regarding emergencies and dangerous situations. Students are aware that staff are trained in Handle With Care procedures to protect them from harming themselves or others. Handle with Care is a program which trains staff to identify emotional steps a student goes through which leads to out-of-control behavior in order to more effectively help students to remain calm and maintain self-control as well as to train staff to protect themselves and students during incidents involving physically aggressive student behavior. Students are also given information regarding bullying and are encouraged to report incidents to staff, administration, or the school resource officer.

Staff are also provided the following training: "Best Practices in Managing Student Behavior", "Diffusing Anger and Aggression", and "Managing Non-Compliance".

Additionally, the SAC committee and administration is dedicated to developing and scheduling more activities during and after school hours to include parent involvement so that a more positive relationship can be cultivated with the families of students.

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

The structure of both programs leads to a very low Staff to Student Ratio. The typical ratio of staff to students is 2:15 in ACE. classrooms and 1:3 in CACL. The lower Student to Staff Ratio naturally leads to more interaction between students and staff and more personalized involvement between staff and students. One teacher and one paraprofessional are assigned to every ACE Classroom. Staff members are also versed in the "Level" and "Token" systems used in each Program. Each staff member, is also certified in Handle with Care and The Emergency Response Team Procedures used to recognize, defuse, and effectively handle possible out of control behavior. The ratios are stated in the Policies and Procedures of JAS.

Student handbooks clearly define behavioral expectations and are provided to students at the beginning of the school year or during the intake staffing. These expectations are reviewed by teachers with all students in their homerooms at the beginning of the school year and each time a new student is enrolled in a particular homeroom.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

THE PROGRAM'S EMPHASIS IS ON TEACHING APPROPRIATE SOCIAL BEHAVIOR RATHER THAN PUNISHING INAPPROPRIATE BEHAVIOR. Pro-social skills are taught by use of a scientifically based affective curriculum and may include:
1. Videotaped role playing and discussion of how to act in particular situations;
2. Video and audiotape of inappropriate behavior, with individual review and discussion of why the behaviors were inappropriate, discussion of what behavioral alternatives would have been better;
3. Providing clear descriptions and role playing by staff, if necessary, of what is defined as appropriate behavior;
4. Both reward for acceptable behaviors by praise and tokens and punishment for unacceptable behavior by loss of points to teach discrimination in behavioral alternatives; and
5. Serious behaviors may be reviewed through the Documentation and Debriefing process and Life-Space Interview.

A counselor from a local mental health agency is based at the school and collaborates with staff to better coordinate services for 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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- High School Student with a GPA less than 2.0
- One or more absence in the first 20 days of school
- Students who receive two or more behavior referrals
- Students who receive one or more behavior referral that results in a suspension, whether in school or out of school.
Student focus is triggered by review of grades, attendance, and discipline referrals.

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
	5	**8**	**12**	
Attendance below 90 percent	3	29	32	64
One or more suspensions	3	20	17	40
Course failure in ELA or Math	0	22	9	31
Level 1 on statewide assessment	0	0	0	
HS student with GPA less than 2.0	0	0	26	26
One or more absence in first 20 days	0	0	13	13
Two or more behavior referrals	8	42	27	77
Fail to progress to 10th grade on time	0	0	7	7

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Parents receive written documentation of student behavior (weekly in ACE and daily in CACL) to keep them informed of student discipline. Students who have not received passing scores on statewide assessments receive remediation; i.e. intensive reading instruction, math remediation schedule for middle school, tutoring and technology based math remediation in high school. The is an onsite counselor contracted through Life Management Services. Students who have committed zero tolerance infractions (drug & alcohol) attend Substance Abuse classes through Larry Kirkland, Inc. The school's discipline program incorporates a requirement that students maintain a GPA of 2.0 or better to successfully complete the "Level System."

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/208553.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

The Ben Carson Scholarship Foundation and, Local Church Organizations are involved in the development of literacy programs at the school. The "Back-Pack" program provides weekend food packages for students who are identified as needing assistance. Career Talks/Presentations.

Although our school currently does not have a lot of community involvement, we have been working over the past year to increase our relationship with the community. We have begun to invite the "Press" to various events which has resulted in our school being featured in local newspapers and television newscasts. Additionally, we have begun to solicit opportunities for students to participate in field trips to local venues. We currently have a relationship with Kindell Lanes which provides students to earn a field monthly field trip to go bowling. We are also in contact with the Florida Caverns State Park and are planning our first field trip there on November 14 and hope to establish an ongoing relationship with them to provide ongoing opportunities.

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
Daniels, Phyllis	Principal
Dewitt, Steve	Other
Bowman, Brian	Teacher, K-12
McDonald, Ashley	Teacher, K-12
Wilson, Liz	Teacher, K-12
Yates, Tammy	Teacher, K-12
Page, Elizabeth	Teacher, K-12

Duties

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

Specific SST Roles/functions (one person may share more than one role)
• Instruction Leader - (Administrator) – Ensures fidelity of the process, sets regularly scheduled time for SST to convene, makes decisions on how T2-T3 services will be delivered.
• Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings.
• Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data.
• Staff Liaison – Key communicator with staff establishes procedures to gain staff input and collaboration with other school initiatives.
• Content Specialist- Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed.
• Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, and informs team when time is running short.
• Behavior Specialist- Assists in identifying function of problem behaviors and developing Behavior Intervention Plans collaborates and provides training as needed.
• Teacher – of the student whose needs are being addressed.
• Parent/Guardian – of the student whose needs are being addressed.
• Speech/Language Pathologist – as needed- assists in developing interventions for speech/language concerns-provides training as needed to interventionists.
The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weakness in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

Most students have already been processed through RTI before enrolling in Jackson Alternative.A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problems solving method to design and evaluate

intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Title I, Part A - Services are provided to ensure students receiving additional remediation are assisted through services such as after-school program. The district coordinates with

Title II, Title VI, and School Improvement Initiative to ensure staff development needs are provided

Title I, Part C- Migrant - Migrant Liaison provides services and support to students and parents. Contact is maintained with Maria Pouncey, Migrant Program Coordinator.

Established collaboration includes but is no limited to: a) supplemental educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance

and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to students on a regular basis during the school year, all other

migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance, and to offer health education and assistance to meet

social service needs. In home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading

comprehension, language expression, and writing.

Title I, Part D - Supplemental support is provided for our Teen Parenting Program with the addition of a computer lab and supports Level 1 and Level II middle/high school students with access to ClassWorks and after-school tutoring.

Title II - To improve and increase teacher' knowledge of academic subjects and enable teachers to become highly qualified.

Give teachers and principals the knowledge and skills to help students meet challenging State academic standards.

Improve classroom management skills by:

Making sure the in-services or trainings are sustained, intensive and classroom-focused and are not one-day or short-term workshops.

Funds were also used to provide supplemental professional development activities during the summer that assisted teachers and staff with understanding how to use technological

tools with their academic subjects.

Title III

Title X- Homeless - Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate

barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) - Funds are provided to enrich the remediation opportunities for students.

Violence Prevention Programs - The district promotes a Safe Drug Free Environment at all schools. Random drug testing for students involved in extra-curricular activities.

Nutrition Programs - Our district supports the Jackson County Wellness Policy

Housing Programs

Head Start - The school district of Jackson County provides early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK and Exceptional Student Education.

Early Head Start serves children from birth to 3 years old who meet eligibility requirements mandated by federal regulations. Early Head Start in Jackson county grants priority and

ensures services to children of mothers who participate in the district's Teenage Parenting Program.

The Jackson Cottony School District prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student Education

programs at six different sites. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally

appropriate environment for three and four year old children. These programs share staff implement a common curriculum and follow the same daily schedule of activities both

indoors and outdoors within their individual school sites. Comprehensive health and family services are provided to all families, although only required for Head Start. This

collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.
Adult Education - Adult Education offers programs in: Adult Basic Education, High School Credit Completion and GED (General Educational Development) Study.
Career and Technical Education - Career and Technical Education programs integrate essential skills in an applied setting, thus strengthening and supporting a rigorous and
relevant curriculum. Jackson County School District further utilizes form JC-346 (Vocational Component of an ESE student's IEP) to coordinate teaching methods between the individual school's ESE department and the Career and Technical Education departments.
Job Training
Other

School Advisory Council (SAC)

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

Name	Stakeholder Group
Brian Bowman	Teacher
Debbie Lollie	Teacher
Tammy Yates	Teacher
Lizabeth Wilson	Teacher
Ashley McDonald	Teacher
Felecia Dorchuck	Business/Community
Memorie Glass	Student
Darieon Perry	Student
Ed Williams	Business/Community
Rusty Holmes	Business/Community
Phyllis Daniels	Principal
Xavier Lampley	Student
Lisa Nixon	Parent
Kami Fannin	Education Support Employee
Gina Busby	Business/Community
Lorraine Daniels	Parent

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

Members of the SAC met on 9/20/14 and 9/27/14 to analyze data and draft goals for the school improvement plan. The SAC met on 9/29/14 to review data from last years plan.

Development of this school improvement plan

The School-Based Leadership Team met on 9/20/14 and 9/27/14 to compile and draft goals for the 2014-15 School Improvement Plan. Information was discussed at the SAC meeting on 9/29/14.

Preparation of the school's annual budget and plan

Figures are populated from the SIP Goals.

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

Parents and community members will be invited to attend all SAC meetings. Parents were invited to participate in the first SAC meeting and to serve on the committee. One parent attended and expressed interest in serving on the SAC. The committee agreed that she should serve as no other parents contested her desire to serve. Teachers, support staff, and student elections were held, and members were voted upon. Bylaws will be developed and adopted by the committee. The committee will meet a minimum of four times during the school year.
It is understood that more parents are needed to serve on the committee. Because we are a small school, and parent involvement is lacking, we are holding SAC meetings on scheduled Family Nights to hopefully be able to recruit more members. We will also ask parents during intake staffing meetings if they would be interested in serving on the committee.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Addison, Cathi	Instructional Coach
Page, Elizabeth	Teacher, K-12
Daniels, Phyllis	Principal

Duties

Describe how the LLT promotes literacy within the school

The instructional coach provides coaching to teachers in reading strategies while the intensive reading teaching provides remediation to low level readers. This occurs on an as-needed/as-requested basis.
Teachers are encouraged to incorporate close reading in all content areas. Several teachers at JAS have participated in a majority of CAR-PD, and one has completed the program.

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

Teachers are paired by grade levels so that students on reading level have only two teachers. One teacher provides instruction primarily in Language Arts and Social Science while the other provides instruction primarily in Math and Science. Students who have scored Level 1 or 2 in reading also receive

instruction from the intensive reading teacher. This allows teachers to work closely together to serve small groups of students. Additionally, the ACE and CACL programs both serve the Middle School and High School levels. Therefore, teachers at those levels have a content partner for collaboration.
A small staff promotes a "family" atmosphere, and teachers develop close working relationships which make them comfortable with consulting each other.

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

Recruit - The Jackson County School Board is in constant collaboration with Instructors and Administration from Chipola College to recruit recent graduate students majoring in Education. Jackson County also is in partnership with the Panhandle Area Educational Consortium, which advises and notifies through the online website of job availability in the Jackson County area. The principal is the primary recruiter for the school.
Retain -
1. Newly hired teachers are provided Mentor Teachers and district support council through the Beginning Teacher Program.
2. Professional development opportunities are provided by local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge.
3. Provide resources such as tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc., for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certifications for veteran teachers.
4. Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using Marzano Frameworks.

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

At the present, we do not have any beginning teachers at Jackson Alternative. When we do have beginning teachers, we provide the beginning teacher with an experienced teacher with relative current teaching assignments. The teachers new to the profession are assigned a mentor teacher who works with them on classroom observations, checklist designated by the district, assistance in lesson planning, coaching, and general support. They work together planning IEP's (when applicable), curriculum, differentiated instruction, and learning strategies for CACL (ESE) and ACE students. All new teachers participate in the Jackson County New Teacher program through the district office.
Additionally, a Marzano Mentor Teacher has been identified and trained to serve as a support person to teachers with the intent of improving scores on deliberate practices identified in the evaluation process.

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

The staff members at JAS are dedicated to making a difference in the lives of our students. Although a majority of our students are struggling learners, they are held to high expectations and challenged to succeed academically. The JAS faculty members collaborate to improve instruction and provide professional support to each other. Faculty members have participated in professional development opportunities to bring more research-based instructional strategies and Content Area Reading into

their own classrooms and to share ideas with other faculty. Faculty members have attended district workshops in the fields of Math and Language Arts and the alignment of the new Florida Standards known as MAFS and LAFS. Included in these workshops was the implementation of technology into our instruction thus moving toward a more digital instruction program. These endeavors have been encouraged and supported by leadership.

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

The school maintains data on student achievement and school performance. Documentation of learning goals and alignment of instruction to state standards is essential. Student academic growth is measured over time through FAIR, FCAT, and ThinkLink assessments in addition to ongoing formative and summative assessment by individual teachers. Students with Individual Education Plans are provided with documented accommodations in all subjects as needed. With a staff to student ratio of 1:3 (CACL) or 2:15 (ACE); depending on the program, students are given more individualized instruction. Teachers use technology to include but not limited to Think Through Math, Algebra Nation, Lexia, Accelerated Reader, and Discovery Education in order to differentiate instruction. Teachers are also incorporating more hands-on activities and projects.

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: Before School Program

Minutes added to school year: 0

A large percent of the school population arrives 30-45 minutes prior to the start of the school day. Students utilize technology based remediation software until the start of the school day in the areas of reading and math. Programs used include but are not limited to Lexia, Accelerated Reader, Think Through Math, Algebra Nation, MobyMax, and Start to Finish Books.

Strategy Rationale

The remedial software used is research proven to increase student success on statewide testing.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Daniels, Phyllis, phyllis.daniels@jcsb.org

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

The listed programs provide data regarding student knowledge aligned to skills and/or Florida standards. Teachers are able to utilize the data provided by these programs to offer remediation on specific skill deficits.

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

In the Short Term Alternative (STA) program, staff monitor and check for work completion. Upon completion of a student's stay, he/she composes an essay which outlines the offense which resulted in being sent and how the situation could have been handled better. On the last day, the principal meets with the student for an exit interview during which time they discuss why the student came, the effort put forth by the student while here, how he/she was treated by staff while here, and how he/she will do better upon returning to the home school.
Students in the CACL program earn their way through a level program by demonstrating good behavior. Upon completion of the program, an exit staffing is held and transitional information is shared with home school administration and teachers. JAS and home school teachers maintain a collaborative partnership to ensure the student's success upon return whereby home school teachers have an open line of communication with the sending JAS teacher for support.
Students in the ACE program also earn their way through a similar level system designed to encourage good behavior and academic success. Upon reaching Level 4, the student and teacher develop a contract which includes components to address the behavior which resulted in the student's enrollment in ACE and to maintain a least a 2.0 GPA in order to complete the program and return to the home school. Upon completion of the program, an exit staffing is held to discuss support strategies to ensure the student's success upon return to the home school. The student and home school principal develop a contract which gives the student ownership for maintaining behavior that will promote successful integration back into the home school.

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

JAS provides career planning classes where students research career options and interests. The students are then given assistance in choosing what courses they need to take for graduation requirements or postsecondary school requirements for their interest. Teachers incorporate job skills and interviewing skills into academic lessons. Also, JAS may offer elective courses based on student interest and academic motivation.

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

JAS offers students classes that integrate curriculum such as, Reading for College Success 1008350, Writing for College Success 1009370, Eng 4: Fla College Prep 1001405, Math for College Success 1200410, Math for College Readiness 1200700, Integrated Math, and Integrated Science.

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

Due to the nature of our special center school, AP or Honors courses and dual enrollment opportunities are not available. Jackson Alternative School does provide all courses required for standard diploma and has begun to increase offered courses to include computer education. Teachers also include projects within content areas requiring the use of various software programs such as PowerPoint, Word, Excel, and Publisher.

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

Teachers collaborate to achieve rigor and relevance in their lesson plans. JAS offers Math for College Readiness and Intensive Reading to increase student academic achievement. Students are also

encouraged to take the ACT and PERT tests. Other courses offered to students to assist in postsecondary readiness are Research, Critical Thinking, Leadership Skills Development, Spanish and Speech. Content Area Reading strategies are incorporated in lessons to include analysis and inference strategies to assist students in learning how to interpret and apply content to real world situations.

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.   School climate will improve to reflect mutual respect between faculty, students, and parents.

G2.   Teachers will become proficient in utilizing research based instructional strategies to improve student engagement and learning.

G3.   Students will make learning gains in the core subjects at their grade levels.

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. School climate will improve to reflect mutual respect between faculty, students, and parents. 1a

🔍 G036984

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	25.0
1+ Absences First 20 Days - Grade 09	30.0
Attendance Below 90%	27.0
One or More Suspensions	35.0

Resources Available to Support the Goal 2

- Handle With Care training for all teachers and paraprofessionals

- Aggression Replacement Training program is taught to all middle and high school ESE students in the classroom by the teacher.

- Second Step social skills program is taught to all elementary school ESE students in the classroom by the teacher.

Targeted Barriers to Achieving the Goal 3

- Discipline referrals and behavioral data of students is indicative that many of our students have probably had previous negative experiences with authority figures.

- Discipline referrals and behavioral data of students is indicative that many of our students lack positive social skills training.

- Parent participation in school wide events is indicative that many parents of our students are uninvolved in their child's education.

Plan to Monitor Progress Toward G1. 8

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible
Steve Dewitt

Schedule
Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion
point sheets, time-out logs, discipline referrals, physical restraint paperwork, incident report

G2. Teachers will become proficient in utilizing research based instructional strategies to improve student engagement and learning. 1a

Targets Supported 1b

G036983

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0
AMO Math - All Students	37.0
GPA below 2.0 - H.S.	25.0
AMO Reading - All Students	43.0
4-Year Grad Rate (Standard Diploma)	25.0
Dropout Rate	10.0

Resources Available to Support the Goal 2

- FOCUS
- Discovery Assessment
- Think Through Math
- Algebra Nation
- Lexia
- Accelerated Reader
- MobyMax
- FAIR
- iObservation
- District Technology Coordinator
- Marzano Mentor Teacher
- Edgenuity

Targeted Barriers to Achieving the Goal 3

- Difficulty in accessing testing data from different sources
- Multi-grade/ multi-prep classes makes it difficult to systematically utilize researched-based data.
- Lack of resources and professional development geared toward teaching multiple grades and subjects simultaneously.

Plan to Monitor Progress Toward G2. 8

Teachers will receive a formal end-of-year evaluation.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

iObservation: completed Annual Evaluation

G3. Students will make learning gains in the core subjects at their grade levels. 1a

G036956

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	60.0

Resources Available to Support the Goal 2

- FOCUS
- iObservation
- Handle With Care
- Discovery Assessment
- Think Through Math
- Algebra Nation
- Lexia
- MobyMax
- Accelerated Reader
- Start to Finish Books

Targeted Barriers to Achieving the Goal 3

- Due to the nature of our school, there tends to be a higher frequency of disruptive behavior which negatively impacts learning.
- Attendance records indicate that many students have poor attendance which in turn has a negative impact on learning.
- Teachers are responsible to teach multiple subject areas simultaneously which makes it difficult to provide the same amount of focused instruction as periods dedicated to a single course.

Plan to Monitor Progress Toward G3. 8

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible
Steve Dewitt

Schedule
Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion
point sheets, time-out logs, discipline referrals, incident reports, physical restraint reports

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. School climate will improve to reflect mutual respect between faculty, students, and parents. `1`

🔑 G036984

G1.B1 Discipline referrals and behavioral data of students is indicative that many of our students have probably had previous negative experiences with authority figures. `2`

🔑 B115403

G1.B1.S1 All teachers, paraprofessionals, and administrators are trained in Handle With Care. `4`

🔑 S127010

Strategy Rationale

Handle with Care is a leader in crisis intervention and behavior management training services. The Handle With Care program is designed to help schools and organizations create and maintain safer, more caring environments by teaching preventative actions that result in a decreased need for physical restraint.

Action Step 1 `5`

Handle With Care training for all teachers and paraprofessionals which includes deescalation techniques to assist students to maintain/regain self-control and personal restraint techniques to protect students and staff from harm.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/15/2014 to 6/1/2015

Evidence of Completion

PAEC inservice points on participant's transcript; copy of certificate provided by HWC Instructor

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

All teachers and paraprofessionals will be certified to use Handle With Care.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/15/2014 to 12/19/2014

Evidence of Completion

inservice points awarded on PAEC transcript; copy of HWC certificate

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

Reduction in the number of physical restraints

Person Responsible

Phyllis Daniels

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly compilation of physical restraint data.

G1.B1.S2 Teacher Mentor Program `4`

S127011

Strategy Rationale

The intent is that students can develop positive relationships with adults who do not work directly with them on a day-to-day basis so that students can have a positive role model who takes interest in their emotional and academic welfare - someone who they can seek out to assist them with resolving difficult social and personal issues.

Action Step 1 `5`

School staff are paired with students to act as mentors

Person Responsible

Phyllis Daniels

Schedule

Annually, from 10/13/2014 to 5/29/2015

Evidence of Completion

List of staff/student mentor pairings

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

Staff will submit an email monthly that provides an overview of mentoring with students.

Person Responsible

Phyllis Daniels

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Monthly mentor email

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

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible

Steve Dewitt

Schedule

Semiannually, from 10/13/2014 to 5/29/2015

Evidence of Completion

point sheets, discipline referrals, physical restraint reports, time out logs

G1.B2 Discipline referrals and behavioral data of students is indicative that many of our students lack positive social skills training. `2`

🔧 B115412

G1.B2.S1 Aggression Replacement Training (ART) program is taught to all middle and high school ESE students in the classroom. `4`

🔧 S139816

Strategy Rationale

ART is a research-based, proven-effective approach for working with challenging youth.

Action Step 1 `5`

Aggression Replacement Training is taught to all 6-12 ESE students in the classroom by the teacher.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

ART lessons documented on lesson plans - to be monitored at least one time annually

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

ART program will be taught in all 6-12 ESE classrooms by the classroom teacher.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

ART lessons documented on lesson plans - to be monitored at least one time annually

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

Reduction in the number of physical restraints

Person Responsible

Phyllis Daniels

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly compilation of physical restraint data

G1.B2.S2 Second Step social skills program is taught to all elementary ESE students in the classroom. 4

S139817

Strategy Rationale

Second Step is a research-based social skills program that has been proven-effective with elementary grade children.

Action Step 1 5

Second Step social skills program is taught to all K-5 ESE students in the classroom by the teacher.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Second Step lessons documented on lesson plans - to be monitored at least one time annually

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

Second Step program will be taught in all K-5 ESE classrooms by the teacher.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Second Step lessons documented on lesson plans - to be monitored at least one time annually

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

Reduction in the number of physical restraints

Person Responsible

Phyllis Daniels

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly compilation of physical restraint data

G1.B2.S3 Teacher mentor program `4`

`S139818`

Strategy Rationale

The intent is that students can develop positive relationships with adults who do not work directly with them on a day-to-day basis so that students can have a positive role model who takes interest in their emotional and academic welfare - someone who they can seek out to assist them with resolving difficult social and personal issues.

Action Step 1 `5`

School staff are paired with students to act as mentors

Person Responsible

Phyllis Daniels

Schedule

Annually, from 10/13/2014 to 5/29/2015

Evidence of Completion

List of staff/student mentor pairings

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Staff will submit an email monthly that provides an overview of mentoring with students.

Person Responsible

Phyllis Daniels

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Monthly mentor email

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible

Steve Dewitt

Schedule

Semiannually, from 10/13/2014 to 5/29/2015

Evidence of Completion

point sheets, discipline referrals, physical restraint reports, time-out logs

G1.B3 Parent participation in school wide events is indicative that many parents of our students are uninvolved in their child's education. 2

🔑 B127687

G1.B3.S2 Parents are invited to participate in Open House at the beginning of school as well as Family Nights and other events throughout the school year. These events may include Literacy, History, and Math/Science Fairs. 4

🔑 S139803

Strategy Rationale

To develop parental interest and involvement in the school.

Action Step 1 5

Schedule events that invite parents to participate in school activities

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/15/2014 to 5/29/2015

Evidence of Completion

Schedule of events and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Ensure parent-involvement events were implemented

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/15/2014 to 5/29/2015

Evidence of Completion

sign-in sheets, visitor logs, SAC meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Parents will attend the events, thus showing more active participation in their child's education.

Person Responsible

Phyllis Daniels

Schedule

Quarterly, from 8/15/2014 to 5/29/2015

Evidence of Completion

sign-in sheets, visitor logs, SAC meeting minutes, press release

G2. Teachers will become proficient in utilizing research based instructional strategies to improve student engagement and learning. `1`

🔍 G036983

G2.B1 Difficulty in accessing testing data from different sources `2`

🔍 B115404

G2.B1.S1 FOCUS online grade book `4`

🔍 S127007

Strategy Rationale

Student data/history is accessible within a single source.

Action Step 1 `5`

Teachers receive training in accessing testing data in the FOCUS system.

Person Responsible

Jean Gause

Schedule

Annually, from 8/18/2014 to 9/30/2014

Evidence of Completion

Professional Learning Community Log/Sign-in Sheet

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

Teachers will request further assistance from technology specialist as needed.

Person Responsible

Jean Gause

Schedule

Annually, from 10/15/2014 to 5/29/2015

Evidence of Completion

Help Desk Requests

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

Teachers will use FOCUS as a tool for recording and accessing student grades and scores.

Person Responsible

Phyllis Daniels

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Report Cards

G2.B1.S2 Provide professional development for all of the different data sources (i.e. Discovery Assessment, Think Through Math, Algebra Nation, Lexia, MobyMax, Accelerated Reader, etc.) 4

🔑 S139820

Strategy Rationale

Teachers will become more proficient and comfortable using available technology.

Action Step 1 5

Ongoing professional development/training and technical assistance in technology based software.

Person Responsible

Jean Gause

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community Logs/Sign-in Sheets

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

A Help Desk request will be submitted when teachers need training in new software, or teachers will be notified of new software and training date.

Person Responsible

Jean Gause

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Help Desk Requests, Sign-in Sheets

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

Teachers will routinely use technology based software for differentiated instruction, administering assessments, accessing student data, and providing remediation.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Observation Logs, Annual Evaluation

G2.B1.S3 At least one teacher at the school will be proficient in each data source to mentor and provide assistance `4`

`S139821`

Strategy Rationale

To have at least one school-based expert to mentor and assist other teachers with set-up and use and avoid wait time for a technology specialist to assist.

Action Step 1 `5`

A teacher will be identified as an onsite support person for each software program routinely used at the school.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Email, Assignment sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Professional development/training will be provided to assigned onsite support persons.

Person Responsible

Jean Gause

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Help Desk Request, Sign-in Log

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teachers will effectively use technology-based software to enhance and enrich instruction.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Observation Logs, Annual Evaluation

G2.B1.S4 District Specialists/Coaches provide training and technical assistance to teachers 4

S139822

Strategy Rationale

Teachers will become more proficient and comfortable using available technology.

Action Step 1 5

Ongoing professional development/training and technical assistance in technology based software.

Person Responsible

Jean Gause

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Help Desk Requests, Sign-in Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

A Help Desk request will be submitted when teachers need training in new software, or teachers will be notified of new software and training date.

Person Responsible

Jean Gause

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Help Desk Requests, Sign-in Logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Teachers will routinely use technology based software for differentiated instruction, administering assessments, accessing student data, and providing remediation.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Observation Logs, Annual Evaluations

G2.B2 Multi-grade/ multi-prep classes makes it difficult to systematically utilize researched-based data. `2`

🔑 B115411

G2.B2.S1 Teachers will create collaborative groups to share ideas and strategies. `4`

🔑 S127008

Strategy Rationale

Teachers will work as teams to interpret standards, align instruction, and find resources. Teachers can learn/borrow/steal instructional strategies from each other.

Action Step 1 `5`

Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community Logs

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

Professional Learning Community Logs will be reviewed annually to ensure that teachers collaborate.

Person Responsible

Brian Bowman

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community Logs

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

Teachers will use research based instructional strategies to improve student engagement and learning.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation Logs, Annual Evaluations

G2.B2.S2 Professional Development opportunities will be provided for subject areas that are being taught. 4

Strategy Rationale

Teachers can become more proficient in their content areas and stay up to date with new developments their field.

Action Step 1 5

Teachers will work toward certification in out-of-field subject areas.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Transcripts, Score Reports

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

Teachers will enroll in courses or take FTCE Exams toward becoming certified in out-of-field subject areas.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Teachers will provide evidence of working toward certification in out-of-field subject areas.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Transcripts, Score Reports, Copy of Certification

G2.B2.S3 Teachers will share C-Maps, pacing guides, and lesson plans. `4`

🔑 S139824

Strategy Rationale

There is a high turnover rate in student population, and this can help to ensure that all students are learning content at the same pace as in other schools.

Action Step 1 `5`

Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community Logs

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Professional Learning Community logs will be reviewed annually to ensure that teachers collaborate.

Person Responsible

Brian Bowman

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community Logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Teachers will use research based instructional strategies to improve student engagement and learning.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation Logs, Annual Evaluations

G2.B3 Lack of resources and professional development geared toward teaching multiple grades and subjects simultaneously. 2

B127694

G2.B3.S1 Teachers collaborate after professional development to share information and resources. 4

S139825

Strategy Rationale

To allow other teachers to learn the information and incorporate in their own instruction as appropriate.

Action Step 1 5

Teachers will collaborate after professional development to share information and resources.

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community Logs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Professional Learning Community Logs will be reviewed annually to ensure that teachers collaborate following professional development.

Person Responsible

Brian Bowman

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community Logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Teachers will use research based instructional strategies to improve student engagement and learning.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation Logs, Annual Evaluations

G2.B3.S3 Marzano Mentor Teacher `4`

🔑 S139837

Strategy Rationale

To assist teachers with improving instruction by providing assistance with implementing the deliberate practices included in the Marzano evaluation system.

Action Step 1 `5`

A Marzano Mentor Teacher will be provided onsite.

Person Responsible

Brian Bowman

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Email, Time Sheet, Professional Learning Community Logs

Plan to Monitor Fidelity of Implementation of G2.B3.S3 `6`

Teachers will request support as needed to improve scores on their deliberate practices identified in iObservation.

Person Responsible

Brian Bowman

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Email, Professional Learning Community Logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

Scores in deliberate practices will improve.

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation Logs, Annual Evaluation

G3. Students will make learning gains in the core subjects at their grade levels. 1

🔧 G036956

G3.B1 Due to the nature of our school, there tends to be a higher frequency of disruptive behavior which negatively impacts learning. 2

🔧 B088710

G3.B1.S1 Students are given intensive instruction. 4

🔧 S099348

Strategy Rationale

Action Step 1 5

Teachers will plan rigorous instruction

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

lesson plans reflecting rigorous instruction - to be monitored at least once annually

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans should reflect rigorous instruction

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans reflecting rigorous instruction - to be monitored at least once annually

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible

Steve Dewitt

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

point sheets, time-out logs, discipline referrals, time-out logs, incident reports

G3.B1.S2 All students participate in a token economy system that rewards positive behavior. `4`

🔑 S139827

Strategy Rationale

Action Step 1 `5`

Students participate in token economy system that rewards positive behavior

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

point sheets, enrollment in either CACL or ACE program

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Weekly or daily point sheets (depending on program) will record student progress through the levels of the program

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

point sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

students will be recognized via school-wide announcement when they move to a higher level in the program on that day

Person Responsible

Phyllis Daniels

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

point sheet, school-wide announcement, email from teacher to Mrs. Daniels

G3.B1.S3 All teachers, paraprofessionals, and administrators are trained in Handle With Care. `4`

🔑 S139828

Strategy Rationale

Handle with Care is a leader in crisis intervention and behavior management training services. The Handle With Care program is designed to help schools and organizations create and maintain safer, more caring environments by teaching preventative actions that result in a decreased need for physical restraint.

Action Step 1 `5`

Handle With Care training for all teachers, paraprofessionals, and administrators

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/11/2014 to 5/29/2015

Evidence of Completion

PAEC inservice points on participant's transcript; copy of certificate provided by HWC Instructor

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

All teachers, paraprofessionals, and administrators will be certified to use Handle With Care

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/11/2014 to 5/29/2015

Evidence of Completion

inservice points awarded on PAEC transcript; copy of HWC certificate

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Reduction in the number of physical restraints

Person Responsible

Phyllis Daniels

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly compilation of physical restraint data

G3.B1.S4 Teacher Mentor Program 4

S139830

Strategy Rationale

The intent is that students can develop positive relationships with adults who do not work directly with them on a day-to-day basis so that students can have a positive role model who takes interest in their emotional and academic welfare - someone who they can seek out to assist them with resolving difficult social and personal issues.

Action Step 1 5

School staff are paired with students to act as mentors

Person Responsible

Steve Dewitt

Schedule

Annually, from 10/13/2014 to 5/29/2015

Evidence of Completion

List of staff/student mentor pairings

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Staff will submit an email monthly that provides an overview of mentoring with students.

Person Responsible

Phyllis Daniels

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Monthly mentor email

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 `7`

Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.

Person Responsible

Steve Dewitt

Schedule

Semiannually, from 10/13/2014 to 5/29/2015

Evidence of Completion

point sheets, discipline referrals, physical restraint reports, time-out logs

G3.B2 Attendance records indicate that many students have poor attendance which in turn has a negative impact on learning. `2`

`B088715`

G3.B2.S1 Student absences are verified and there is a truancy referral system in place. `4`

`S127004`

Strategy Rationale

Action Step 1 `5`

Referral to truancy court for excessive absences

Person Responsible

Steve Dewitt

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students who have more than 4 unexcused absences in a 9-week grading period will be referred to truancy court.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Teachers will take attendance daily to monitor student absences

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/25/2014 to 5/29/2015

Evidence of Completion

attendance

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Reduction of excessive absences

Person Responsible

Steve Dewitt

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

attendance; reduction in the number of students referred to truancy court

G3.B2.S2 Attendance is tied to each program's level system. `4`

S139832

Strategy Rationale

Action Step 1 `5`

Students will only earn days toward completion of their programs when they are present.

Person Responsible

Steve Dewitt

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

point sheets awarding good days only for days students are present

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Students may not earn days toward completion of program for days they are absent

Person Responsible

Steve Dewitt

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

attendance and point sheets show no days earned toward completion of program for days a student is absent - monitored annually with a small, randomly selected sample

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Reduction of excessive student absences

Person Responsible

Steve Dewitt

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

truancy data, attendance

G3.B2.S3 Students are rewarded for perfect attendance. `4`

🔍 S139833

Strategy Rationale

Action Step 1 `5`

Students will be rewarded for perfect attendance

Person Responsible

Liz Wilson

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

attendance, press release, copy of perfect attendance certificate

Plan to Monitor Fidelity of Implementation of G3.B2.S3 `6`

Pictures and names of students with perfect attendance will appear in local media and the student will receive a certificate of perfect attendance.

Person Responsible

Liz Wilson

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

copy of local papers that include pictures and/or names of students with perfect attendance, copy of perfect attendance certificate

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

increase in student attendance/ lack of referrals to truancy court

Person Responsible

Steve Dewitt

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

attendance, perfect attendance certificate, truancy referrals

G3.B3 Teachers are responsible to teach multiple subject areas simultaneously which makes it difficult to provide the same amount of focused instruction as periods dedicated to a single course. 2

🔍 B088716

G3.B3.S1 Teachers collaborate across grade and subject areas. 4

🔍 S127005

Strategy Rationale

Action Step 1 5

Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.

Person Responsible

Brian Bowman

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Learning Community log

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Professional Learning Community logs will be reviewed annually to ensure that teachers collaborate

Person Responsible

Brian Bowman

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC logs

G3.B3.S3 Teachers will work with students in small groups of students based on common courses. 4

S139835

Strategy Rationale

Action Step 1 5

Teachers will work in small groups to instruct students

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

lesson plans reflecting small groups

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

classroom walk-through

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Improved student grades and test scores

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

report cards, FOCUS grades, standardized test data, interim assessment data

G3.B3.S4 Remedial computer programs will be utilized during times when the teacher is working with small groups. 4

Strategy Rationale

🔑 S139836

Action Step 1 5

Utilize remedial computer programs with students

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

lesson plans, student reports from computer programs

Plan to Monitor Fidelity of Implementation of G3.B3.S4 6

Informal classroom walk-through

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 7

Student scores in the remedial programs will reflect effectiveness of the program

Person Responsible

Phyllis Daniels

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

student scores

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
G1.B1.S1.A1	Handle With Care training for all teachers and paraprofessionals which includes deescalation techniques to assist students to maintain/regain self-control and personal restraint techniques to protect students and staff from harm.	Daniels, Phyllis	8/15/2014	PAEC inservice points on participant's transcript; copy of certificate provided by HWC Instructor	6/1/2015 annually
G1.B2.S1.A1	Aggression Replacement Training is taught to all 6-12 ESE students in the classroom by the teacher.	Daniels, Phyllis	8/18/2014	ART lessons documented on lesson plans - to be monitored at least one time annually	5/29/2015 annually
G1.B1.S2.A1	School staff are paired with students to act as mentors	Daniels, Phyllis	10/13/2014	List of staff/student mentor pairings	5/29/2015 annually
G1.B2.S3.A1	School staff are paired with students to act as mentors	Daniels, Phyllis	10/13/2014	List of staff/student mentor pairings	5/29/2015 annually
G1.B2.S2.A1	Second Step social skills program is taught to all K-5 ESE students in the classroom by the teacher.	Daniels, Phyllis	8/18/2014	Second Step lessons documented on lesson plans - to be monitored at least one time annually	5/29/2015 annually
G1.B3.S2.A1	Schedule events that invite parents to participate in school activities	Bowman, Brian	8/15/2014	Schedule of events and sign-in sheets	5/29/2015 quarterly
G3.B1.S3.A1	Handle With Care training for all teachers, paraprofessionals, and administrators	Daniels, Phyllis	8/11/2014	PAEC inservice points on participant's transcript; copy of certificate provided by HWC Instructor	5/29/2015 annually
G3.B1.S4.A1	School staff are paired with students to act as mentors	Dewitt, Steve	10/13/2014	List of staff/student mentor pairings	5/29/2015 annually
G3.B1.S1.A1	Teachers will plan rigorous instruction	Daniels, Phyllis	8/18/2014	lesson plans reflecting rigorous instruction - to be monitored at least once annually	5/29/2015 annually
G3.B1.S2.A1	Students participate in token economy system that rewards positive behavior	Daniels, Phyllis	8/18/2014	point sheets, enrollment in either CACL or ACE program	5/29/2015 annually
G2.B1.S1.A1	Teachers receive training in accessing testing data in the FOCUS system.	Gause, Jean	8/18/2014	Professional Learning Community Log/ Sign-in Sheet	9/30/2014 annually
G3.B2.S1.A1	Referral to truancy court for excessive absences	Dewitt, Steve	8/18/2014	Students who have more than 4 unexcused absences in a 9-week grading period will be referred to truancy court.	5/29/2015 semiannually
G3.B2.S2.A1	Students will only earn days toward completion of their programs when they are present.	Dewitt, Steve	8/18/2014	point sheets awarding good days only for days students are present	5/29/2015 annually
G3.B2.S3.A1	Students will be rewarded for perfect attendance	Wilson, Liz	8/18/2014	attendance, press release, copy of perfect attendance certificate	5/29/2015 quarterly
G2.B1.S2.A1	Ongoing professional development/ training and technical assistance in technology based software.	Gause, Jean	8/18/2014	Professional Learning Community Logs/ Sign-in Sheets	5/29/2015 annually
G3.B3.S1.A1	Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.	Bowman, Brian	8/18/2014	Professional Learning Community log	5/29/2015 quarterly
G2.B1.S3.A1	A teacher will be identified as an onsite support person for each software program routinely used at the school.	Daniels, Phyllis	8/18/2014	Email, Assignment sheet	5/29/2015 annually
G2.B1.S4.A1	Ongoing professional development/ training and technical assistance in technology based software.	Gause, Jean	8/18/2014	Help Desk Requests, Sign-in Logs	5/29/2015 annually
G2.B2.S3.A1	Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.	Bowman, Brian	8/18/2014	Professional Learning Community Logs	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Teachers will collaborate across grade levels, subject areas, and programs to plan for teaching multiple subject areas.	Bowman, Brian	8/18/2014	Professional Learning Community Logs	5/29/2015 quarterly
G2.B2.S2.A1	Teachers will work toward certification in out-of-field subject areas.	Daniels, Phyllis	8/18/2014	Transcripts, Score Reports	5/29/2015 annually
G2.B3.S1.A1	Teachers will collaborate after professional development to share information and resources.	Bowman, Brian	8/18/2014	Professional Learning Community Logs	5/29/2015 quarterly
G3.B3.S4.A1	Utilize remedial computer programs with students	Daniels, Phyllis	8/18/2014	lesson plans, student reports from computer programs	5/29/2015 annually
G2.B3.S3.A1	A Marzano Mentor Teacher will be provided onsite.	Bowman, Brian	8/18/2014	Email, Time Sheet, Professional Learning Community Logs	5/29/2015 annually
G3.B3.S3.A1	Teachers will work in small groups to instruct students	Daniels, Phyllis	8/18/2014	lesson plans reflecting small groups	5/29/2015 annually
G1.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Dewitt, Steve	8/18/2014	point sheets, time-out logs, discipline referrals, physical restraint paperwork, incident report	5/29/2015 semiannually
G1.B1.S1.MA1	Reduction in the number of physical restraints	Daniels, Phyllis	8/18/2014	Monthly compilation of physical restraint data.	5/29/2015 monthly
G1.B1.S1.MA1	All teachers and paraprofessionals will be certified to use Handle With Care.	Daniels, Phyllis	8/15/2014	inservice points awarded on PAEC transcript; copy of HWC certificate	12/19/2014 annually
G1.B2.S1.MA1	Reduction in the number of physical restraints	Daniels, Phyllis	8/18/2014	Monthly compilation of physical restraint data	5/29/2015 monthly
G1.B2.S1.MA1	ART program will be taught in all 6-12 ESE classrooms by the classroom teacher.	Daniels, Phyllis	8/18/2014	ART lessons documented on lesson plans - to be monitored at least one time annually	5/29/2015 annually
G1.B1.S2.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Dewitt, Steve	10/13/2014	point sheets, discipline referrals, physical restraint reports, time out logs	5/29/2015 semiannually
G1.B1.S2.MA1	Staff will submit an email monthly that provides an overview of mentoring with students.	Daniels, Phyllis	10/13/2014	Monthly mentor email	5/29/2015 monthly
G1.B3.S2.MA1	Parents will attend the events, thus showing more active participation in their child's education.	Daniels, Phyllis	8/15/2014	sign-in sheets, visitor logs, SAC meeting minutes, press release	5/29/2015 quarterly
G1.B3.S2.MA1	Ensure parent-involvement events were implemented	Bowman, Brian	8/15/2014	sign-in sheets, visitor logs, SAC meeting minutes	5/29/2015 quarterly
G1.B2.S2.MA1	Reduction in the number of physical restraints	Daniels, Phyllis	8/18/2014	Monthly compilation of physical restraint data	5/29/2015 monthly
G1.B2.S2.MA1	Second Step program will be taught in all K-5 ESE classrooms by the teacher.	Daniels, Phyllis	8/18/2014	Second Step lessons documented on lesson plans - to be monitored at least one time annually	5/29/2015 annually
G1.B2.S3.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Dewitt, Steve	10/13/2014	point sheets, discipline referrals, physical restraint reports, time-out logs	5/29/2015 semiannually
G1.B2.S3.MA1	Staff will submit an email monthly that provides an overview of mentoring with students.	Daniels, Phyllis	10/13/2014	Monthly mentor email	5/29/2015 monthly
G2.MA1	Teachers will receive a formal end-of-year evaluation.	Daniels, Phyllis	8/18/2014	iObservation: completed Annual Evaluation	5/29/2015 annually
G2.B1.S1.MA1	Teachers will use FOCUS as a tool for recording and accessing student grades and scores.	Daniels, Phyllis	8/18/2014	Report Cards	5/29/2015 quarterly
G2.B1.S1.MA1	Teachers will request further assistance from technology specialist as needed.	Gause, Jean	10/15/2014	Help Desk Requests	5/29/2015 annually
G2.B2.S1.MA1	Teachers will use research based instructional strategies to improve student engagement and learning.	Daniels, Phyllis	8/18/2014	Observation Logs, Annual Evaluations	5/29/2015 annually

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	Professional Learning Community Logs will be reviewed annually to ensure that teachers collaborate.	Bowman, Brian	8/18/2014	Professional Learning Community Logs	5/29/2015 annually
G2.B3.S1.MA1	Teachers will use research based instructional strategies to improve student engagement and learning.	Daniels, Phyllis	8/18/2014	Observation Logs, Annual Evaluations	5/29/2015 annually
G2.B3.S1.MA1	Professional Learning Community Logs will be reviewed annually to ensure that teachers collaborate following professional development.	Bowman, Brian	8/18/2014	Professional Learning Community Logs	5/29/2015 annually
G2.B1.S2.MA1	Teachers will routinely use technology based software for differentiated instruction, administering assessments, accessing student data, and providing remediation.	Daniels, Phyllis	8/18/2014	Lesson Plans, Observation Logs, Annual Evaluation	5/29/2015 annually
G2.B1.S2.MA1	A Help Desk request will be submitted when teachers need training in new software, or teachers will be notified of new software and training date.	Gause, Jean	8/18/2014	Help Desk Requests, Sign-in Sheets	5/29/2015 annually
G2.B2.S2.MA1	Teachers will provide evidence of working toward certification in out-of-field subject areas.	Daniels, Phyllis	8/18/2014	Transcripts, Score Reports, Copy of Certification	5/29/2015 annually
G2.B2.S2.MA1	Teachers will enroll in courses or take FTCE Exams toward becoming certified in out-of-field subject areas.	Daniels, Phyllis	8/18/2014		5/29/2015 annually
G2.B1.S3.MA1	Teachers will effectively use technology-based software to enhance and enrich instruction.	Daniels, Phyllis	8/18/2014	Lesson Plans, Observation Logs, Annual Evaluation	5/29/2015 annually
G2.B1.S3.MA1	Professional development/training will be provided to assigned onsite support persons.	Gause, Jean	8/18/2014	Help Desk Request, Sign-in Log	5/29/2015 annually
G2.B2.S3.MA1	Teachers will use research based instructional strategies to improve student engagement and learning.	Daniels, Phyllis	8/18/2014	Observation Logs, Annual Evaluations	5/29/2015 annually
G2.B2.S3.MA1	Professional Learning Community logs will be reviewed annually to ensure that teachers collaborate.	Bowman, Brian	8/18/2014	Professional Learning Community Logs	5/29/2015 annually
G2.B3.S3.MA1	Scores in deliberate practices will improve.	Daniels, Phyllis	8/18/2014	Observation Logs, Annual Evaluation	5/29/2015 annually
G2.B3.S3.MA1	Teachers will request support as needed to improve scores on their deliberate practices identified in iObservation.	Bowman, Brian	8/18/2014	Email, Professional Learning Community Logs	5/29/2015 annually
G2.B1.S4.MA1	Teachers will routinely use technology based software for differentiated instruction, administering assessments, accessing student data, and providing remediation.	Daniels, Phyllis	8/18/2014	Lesson Plans, Observation Logs, Annual Evaluations	5/29/2015 annually
G2.B1.S4.MA1	A Help Desk request will be submitted when teachers need training in new software, or teachers will be notified of new software and training date.	Gause, Jean	8/18/2014	Help Desk Requests, Sign-in Logs	5/29/2015 annually
G3.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Dewitt, Steve	8/18/2014	point sheets, time-out logs, discipline referrals, incident reports, physical restraint reports	5/29/2015 semiannually
G3.B1.S1.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Dewitt, Steve	8/18/2014	point sheets, time-out logs, discipline referrals, time-out logs, incident reports	5/29/2015 semiannually
G3.B1.S1.MA1	Lesson plans should reflect rigorous instruction	Daniels, Phyllis	8/18/2014	Teacher lesson plans reflecting rigorous instruction - to be monitored at least once annually	5/29/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Reduction of excessive absences	Dewitt, Steve	8/18/2014	attendance; reduction in the number of students referred to truancy court	5/29/2015 semiannually
G3.B2.S1.MA1	Teachers will take attendance daily to monitor student absences	Daniels, Phyllis	8/25/2014	attendance	5/29/2015 annually
G3.B3.S1.MA1	Professional Learning Community logs will be reviewed annually to ensure that teachers collaborate	Bowman, Brian	8/18/2014	PLC logs	5/29/2015 annually
G3.B1.S2.MA1	students will be recognized via school-wide announcement when they move to a higher level in the program on that day	Daniels, Phyllis	8/25/2014	point sheet, school-wide announcement, email from teacher to Mrs. Daniels	5/29/2015 monthly
G3.B1.S2.MA1	Weekly or daily point sheets (depending on program) will record student progress through the levels of the program	Daniels, Phyllis	8/18/2014	point sheets	5/29/2015 annually
G3.B2.S2.MA1	Reduction of excessive student absences	Dewitt, Steve	8/18/2014	truancy data, attendance	5/29/2015 annually
G3.B2.S2.MA1	Students may not earn days toward completion of program for days they are absent	Dewitt, Steve	8/18/2014	attendance and point sheets show no days earned toward completion of program for days a student is absent - monitored annually with a small, randomly selected sample	5/29/2015 annually
G3.B1.S3.MA1	Reduction in the number of physical restraints	Daniels, Phyllis	8/18/2014	Monthly compilation of physical restraint data	5/29/2015 monthly
G3.B1.S3.MA1	All teachers, paraprofessionals, and administrators will be certified to use Handle With Care	Daniels, Phyllis	8/11/2014	inservice points awarded on PAEC transcript; copy of HWC certificate	5/29/2015 annually
G3.B2.S3.MA1	increase in student attendance/ lack of referrals to truancy court	Dewitt, Steve	8/18/2014	attendance, perfect attendance certificate, truancy referrals	5/29/2015 annually
G3.B2.S3.MA1	Pictures and names of students with perfect attendance will appear in local media and the student will receive a certificate of perfect attendance.	Wilson, Liz	8/18/2014	copy of local papers that include pictures and/or names of students with perfect attendance, copy of perfect attendance certificate	5/29/2015 quarterly
G3.B3.S3.MA1	Improved student grades and test scores	Daniels, Phyllis	8/18/2014	report cards, FOCUS grades, standardized test data, interim assessment data	5/29/2015 annually
G3.B3.S3.MA1	classroom walk-through	Daniels, Phyllis	8/18/2014	iObservation data	5/29/2015 annually
G3.B1.S4.MA1	Decrease in the number of disruptive behaviors that cause students to miss valuable instruction time.	Dewitt, Steve	10/13/2014	point sheets, discipline referrals, physical restraint reports, time-out logs	5/29/2015 semiannually
G3.B1.S4.MA1	Staff will submit an email monthly that provides an overview of mentoring with students.	Daniels, Phyllis	10/13/2014	Monthly mentor email	5/29/2015 monthly
G3.B3.S4.MA1	Student scores in the remedial programs will reflect effectiveness of the program	Daniels, Phyllis	8/18/2014	student scores	5/29/2015 annually
G3.B3.S4.MA1	Informal classroom walk-through	Daniels, Phyllis	8/18/2014	iObservation data	5/29/2015 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 Opportuntities

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

G1. School climate will improve to reflect mutual respect between faculty, students, and parents.

G1.B1 Discipline referrals and behavioral data of students is indicative that many of our students have probably had previous negative experiences with authority figures.

G1.B1.S1 All teachers, paraprofessionals, and administrators are trained in Handle With Care.

PD Opportunity 1

Handle With Care training for all teachers and paraprofessionals which includes deescalation techniques to assist students to maintain/regain self-control and personal restraint techniques to protect students and staff from harm.

Facilitator

Handle With Care Instructors

Participants

All teachers, paraprofessionals, and administrators

Schedule

Annually, from 8/15/2014 to 6/1/2015

G2. Teachers will become proficient in utilizing research based instructional strategies to improve student engagement and learning.

G2.B1 Difficulty in accessing testing data from different sources

G2.B1.S2 Provide professional development for all of the different data sources (i.e. Discovery Assessment, Think Through Math, Algebra Nation, Lexia, MobyMax, Accelerated Reader, etc.)

PD Opportunity 1

Ongoing professional development/training and technical assistance in technology based software.

Facilitator

Jean Gause

Participants

Teachers

Schedule

Annually, from 8/18/2014 to 5/29/2015

G2.B1.S4 District Specialists/Coaches provide training and technical assistance to teachers

PD Opportunity 1

Ongoing professional development/training and technical assistance in technology based software.

Facilitator

Jean Gause

Participants

Teachers

Schedule

Annually, from 8/18/2014 to 5/29/2015

G2.B2 Multi-grade/ multi-prep classes makes it difficult to systematically utilize researched-based data.

G2.B2.S2 Professional Development opportunities will be provided for subject areas that are being taught.

PD Opportunity 1

Teachers will work toward certification in out-of-field subject areas.

Facilitator

Individual Teachers

Participants

Teachers

Schedule

Annually, from 8/18/2014 to 5/29/2015

G2.B3 Lack of resources and professional development geared toward teaching multiple grades and subjects simultaneously.

G2.B3.S3 Marzano Mentor Teacher

PD Opportunity 1

A Marzano Mentor Teacher will be provided onsite.

Facilitator

Brian Bowman

Participants

Teachers

Schedule

Annually, from 8/18/2014 to 5/29/2015

G3. Students will make learning gains in the core subjects at their grade levels.

G3.B1 Due to the nature of our school, there tends to be a higher frequency of disruptive behavior which negatively impacts learning.

G3.B1.S3 All teachers, paraprofessionals, and administrators are trained in Handle With Care.

PD Opportunity 1

Handle With Care training for all teachers, paraprofessionals, and administrators

Facilitator

Phyllis Daniels

Participants

All staff

Schedule

Annually, from 8/11/2014 to 5/29/2015

G3.B1.S4 Teacher Mentor Program

PD Opportunity 1

School staff are paired with students to act as mentors

Facilitator

Brian Bowman

Participants

Teachers

Schedule

Annually, from 10/13/2014 to 5/29/2015

Technical Assistance Items

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

G2. Teachers will become proficient in utilizing research based instructional strategies to improve student engagement and learning.

G2.B1 Difficulty in accessing testing data from different sources

G2.B1.S1 FOCUS online grade book

PD Opportunity 1

Teachers receive training in accessing testing data in the FOCUS system.

Facilitator

Jean Gause

Participants

All faculty

Schedule

Annually, from 8/18/2014 to 9/30/2014

Budget Rollup

Summary	
Description	**Total**
Goal 1: School climate will improve to reflect mutual respect between faculty, students, and parents.	3,700
Grand Total	**3,700**

Goal 1: School climate will improve to reflect mutual respect between faculty, students, and parents.		
Description	**Source**	**Total**
B1.S1.A1 - Paraprofessionals training salaries and benefits. Handle with Care.	Title I Part A	2,200
B1.S1.A1 - Teachers training salaries and benefits. Handle with Care.	IDEA	1,500
Total Goal 1		**3,700**