

Alternative Center For Education



2014-15 School Improvement Plan

Alternative Center For Education

4680 28TH CT, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	0

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Alternative Center for Education is a temporary placement providing a safe, structured environment to affect positive changes in academic, behavioral and social skills, thus facilitating students returning to and remaining at their home school until time as the student meets required standards for high school graduation.

Provide the school's vision statement

E encouraging Change
A acting responsibly
G giving respect-getting respect
L leading to excellence
E everyone counts
S soaring to success

School Environment

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School Wide expectations are shared during intakes and the first day of class that address topics of attendance, dress code, electronics, bullying and harassment, and other policies.

The School Resource Officer, Deputy Rod Smith; to cover the expectations and idea of respect in school. This allows us to build relationships with the students while establishing clear understanding of what it means to be respectful, both verbally and non-verbally.

Teachers are trained to establish clear and consistent policies in the classroom and follow a policy of making parent contact and documenting minor infractions before writing students referrals. This ensures that students are given opportunities to make better choices.

From the Student Support perspective the school wide behavioral system in place is our Level Behavior Support Program. This program aids in minimizing distraction to keep students engaged during instructional time by providing positive incentives for appropriate behavior. The reward is to level up to level 4 and return to their home school.

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

*Responding daily to the immediate emotional and academic needs of students regarding family, peer and school issues through personal counseling services.

*Utilize developmentally appropriate counseling strategies to motivate and promote student growth and achievement.

- *Respond to teachers, staff and administrators referrals of students in need of support *Facilitate MTSS weekly team meetings.
 - *Refer students and families to community agencies for ongoing therapeutic assistance such as New Horizons, Legacy, Suncoast Mental Health Center.
 - *Collaborate with ESE, SSS, SSW, New Horizons school program who provide group counseling opportunities.
 - *Conduct parent conferences and suggest community resources
- The school ensures the social-emotional needs of all students are being met through our Level Behavior Support Program and MTSS. Both the LBSP and MTSS program looks at our school discipline data to help track progress and identify areas to target for intervention. Both LBSP and MTSS take into account the discipline data. The referral Process & Procedures are consistent throughout the school, School-wide expectations and rules are posted in specific settings to teach students appropriate behavior, and reward system to encourage and model appropriate behavior and effective consequences to discourage inappropriate behavior.

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

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
	7	8	9	10	11	12	
Attendance below 90 percent	2	6	4	4	7	5	28
One or more suspensions	2	3	2	1	3	0	11
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	4	6	3	4	4	3	24

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	6	4	4	5	3	27

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

- Identify students for the “course failure in English language arts or mathematics” indicator based on course semester grades. However, monitor course failures at the end of each quarter, rather than waiting until the end of the semester.
 - Office discipline referrals;
 - Non-cumulative semester/year grade point averages
- During Rounds:.
- Evaluate the effectiveness of intervention supports, regularly monitor if the number and percentage of students designated as off-track is decreasing and the number and percentage of students designated as on-track is increasing. If intervention supports are not effective in increasing on-track status and decreasing off-track status, engage in a data-based problem-solving process to determine

common reasons and plan supports.

- It is important to monitor frequently so that new off-track students are identified early enough for supports to be effective.
- Develop support lists to be monitored at appropriate intervals (e.g., weekly, biweekly, monthly, quarterly) that identify groups of students with common needs that may require data-based problem solving by the school-based leadership team, in conjunction with teacher teams and other support staff, such as student services personnel, to determine moderate intensity supports and monitoring at the Tier 2 level (targeted supplemental intervention and supports).
- It is essential to identify the appropriate interval for the indicator being monitored. For example, selecting a monthly interval when monitoring students for course failures may create a situation where students do not have enough time to recover before the end of the grading period.
- Counseling/mentoring
- Personalizing the learning environment and instructional process
- Increasing student awareness of postsecondary options
- Implementing transition programs, such as partnerships between high schools and feeder middle schools

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Conference Nights.

SAC

NOPE

Parental communication- Connect Ed, , Enhance school website

Social Skills,

AIC-Drug intervention

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

Eagles Nest

Culinary Program-The Eagle's Nest is used often not only by the On Site Culinary Program (i.e. the Lunch on Friday) but also by various parties within the school board for workshops, meetings and

functions. It is centrally located and thus makes it a convenient site to book events . I do not have exact number but feel confident that the Eagle’s Nest is used 80 days a school year or approximately two times a week for an average number.

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
Lamscha, Michelle	Teacher, K-12
Privette, Francesca	Attendance/Social Work
Stull, Thomas	Other
Kramek, David	Principal

Duties

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

The role of the school-based MTSS leadership team is the develop plans to support our students based on tiered interventions. The Principal and administrative teams responsibility is to provide coaching, mentoring, discipline, interventions, and support to the team, teachers, and students. The Resource Specialist, School Resource Officer, School Psychologist, Speech/ Language Pathologist, Social Worker, and Attendance Officers are on the team to give specific interventions based on their area of expertise. Their collaborative effort helps us reach each individual student’s needs. The School Student Support Specialist works with students that are recommended for Tier 2 and Tier 3 interventions. He monitors behavior, checks in with teachers, provides immediate feedback, and reports progress back to the team to see if modifications are needed. He also heads up the Positive Behavior Support System that promotes effective behavior with positive interventions.

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

The School- based MTSS team is made up of the Principal, Resource Specialist, School Resource Officer, School Psychologist, Speech/Language Pathologist, Attendance Officers, and the Student Support Specialist. We meet weekly to track and analyze reading, math, and behavioral data. To address effectiveness of core instruction we analyze data and address issues when needed. Resource allocation is limited however, We also have a new teacher Mentor program that runs effectively after school.

We have anger management in small group setting as well as one-on-one counseling with the student support specialist. Individual student needs are based on recommendation from staff, data collection and analysis, and then specific interventions based on the tiered approach.

The National School Lunch Program is a federally assisted meal program operating in over 100,000 public and non-profit private schools and residential child care institutions. It provided nutritionally

balanced, low-cost or free lunches to more than 31 million children each school day in 2011. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children in afterschool educational and enrichment programs to include children through 18 years of age.

The Food and Nutrition Service administers the program at the Federal level. At the State level, the National School Lunch Program is usually administered by State education agencies, which operate the program through agreements with school food authorities.

We currently have 80.77% of our students qualifying for free and reduced lunch. ACE has 31 utilizing the program as of September 29, 2014.

The school collaborates efforts to coordinate parental involvement activities across programs.

Schoolbased

staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

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

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

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone.

Title X- Homeless

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

Indian River County Civil Citation Program

ACE is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sherriff's office. The program is an alternative to arrest, so youth will have

no criminal record but will receive consequences for their behavior. Its a ten week long program- 3 times a week- 3 hours a week. The program also requires students to do community service. When a

youth enters the civil citation program his/ her information is entered into prevention records with the Department of Juvenile Justice as required by Florida statute. If the youth completes the program, the youth will not have an arrest record. If a victim is involved, they must agree to the terms of the program. The program is being offered on-campus by our life skills facilitator.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
David Kramek	Principal
Michelle S. Lamscha	Teacher
Annie Rodriguez	Parent
John Spearman	Business/Community
Toni Gallo	Business/Community

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

A plan was not written last year.

Development of this school improvement plan

SAC reviews the School Improvement Plan specifically at a minimum of 2 meetings per year, however most meetings focus on district initiatives, and legislation that may affect student performance as well as programs and other school based initiatives that are listed in the SIP.

Preparation of the school's annual budget and plan

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

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

No funds were allotted to school SAC per legislation last school year.

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

There was no active SAC Team last year.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Lamscha, Michelle	Teacher, K-12
Landers, Doris	Teacher, K-12
Wilson, Kathleen	Teacher, ESE
Kramek, David	Principal

Duties

Describe how the LLT promotes literacy within the school

A few major initiatives of the Literacy Leadership Team are:

- 1.Study Island
- 2.PBD
- 3.Intensive Reading
- 4.Language A.R.T./ESE Language Arts

As a whole, district is also looking at differentiated instruction from the Superintendent Summit.

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 meet to work on reviewing Middle and High school students Behavior Goals and analyze data as needed. Once a week teachers are given an additional time to plan at the end of the day to work on tier 2 and tier 3 interventions and create school-wide goals.

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

1. Continue with our established Mentor/ Mentee program at Alternative Center For Education..
2. Participate in the District ACP programs for New Teachers
3. Update and implement action plan to continue the school as a High Performance Learning Culture
4. Utilize the districts application process which allows Administrators to review applications online
5. Continue to interview perspective teachers with specific area certification.
6. Continue PLC and IRTIPS trainings to share Best Practices
7. Instructional coaching of all teachers to implement Best Practices by Administrative Team.

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

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

as well as with individual teachers, we will achieve our goal.

Mentors are chosen by content area, experience in education, attitude, and experience..

They are paired with Mentees that may be in closer proximity to make meetings more effective and routine.

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

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

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: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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

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

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

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.** All Students will improve their average daily attendance.
- G2.** Build academic vocabulary,
- G3.** Improve written format and oral presentation within the level system.

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. All Students will improve their average daily attendance. 1a

G051311

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- 1. School Social Worker/attendance worker 2.Student teacher ratio 3. Student support specialist 4. Court-JPO's

Targeted Barriers to Achieving the Goal 3

- 1. Uniforms 2. Long term Relationship 3. Juvenile Justice system 4.I.S.S.

Plan to Monitor Progress Toward G1. 8

Daily average attendance is 85-95 % last school year and we are looking for an increase for all students.

Person Responsible

Francesca Privette

Schedule

Evidence of Completion

Reports from the attendance officer.

G2. Build academic vocabulary, 1a

G048938

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- 1.National Geographic Reading series (Middle School)
- 2.Fusion (High School),
- 3. Benchmarks
- 4 Study Island
- 5 Four computers per classroom.

Targeted Barriers to Achieving the Goal 3

- 1. Students are only singled blocked for Intensive Reading. ,.
- 3.no weekly /monthly periodicals,

G3. Improve written format and oral presentation within the level system. 1a

G048725

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	47.0

Resources Available to Support the Goal 2

- Home Room Teachers

Targeted Barriers to Achieving the Goal 3

- Attendance, Time and Lack of Content knowledge of the rubric system

Plan to Monitor Progress Toward G3. 8

See step 6

Person Responsible

Michelle Lamscha

Schedule

Evidence of Completion

See step 6

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. All Students will improve their average daily attendance. **1**

 G051311

G1.B1 1. Uniforms 2. Long term Relationship 3. Juvenile Justice system 4.I.S.S. **2**

 B128939

G1.B1.S1 1.Review the dress code **4**

 S141050

Strategy Rationale

To make it more manageable, to meet current student needs and be more aligned with the districts dress code policies.

Action Step 1 **5**

Review Dress code

Person Responsible

David Kramek

Schedule

Quarterly, from 10/23/2014 to 1/20/2015

Evidence of Completion

Newly revised dress code for the Alternative Center for Education

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

Present revised Dress Code to SAC committee

Person Responsible

Michelle Lamscha

Schedule

Evidence of Completion

Minutes from the November SAC meeting.

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

Exit interview upon students transition back to home school.

Person Responsible


Thomas Stull

Schedule

Evidence of Completion

Exit interview

G1.B1.S2 Review the level system to reflect more specific items available for students as their level increases. **4**

 S141051

Strategy Rationale

To make it more positive for students to want to move through the level system.

Action Step 1 **5**

The action that is to be taken is to review the ACE Level system to be more inclusive of specific items available for students as their level increases.

Person Responsible

Thomas Stull

Schedule

Evidence of Completion

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

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

New plan will be presented to staff at rounds

Person Responsible

Thomas Stull

Schedule

Evidence of Completion

Once presented to staff and revisions are made, the plan shall be represented to staff and with approval printed in level books

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

Less referrals for dress code

Person Responsible


Thomas Stull

Schedule

Evidence of Completion

Monitoring of points received in level point books.

G3. Improve written format and oral presentation within the level system. 1

 G048725

G3.B1 Attendance, Time and Lack of Content knowledge of the rubric system 2

 B121578

G3.B1.S1 Professional Development 4

 S133538

Strategy Rationale

Action Step 1 5

Provide clarification of how to score the rubric for evaluation of goal.

Person Responsible

Doris Landers

Schedule

Monthly, from 9/29/2014 to 12/12/2014

Evidence of Completion

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

Point Books and Rubric will be reviewed on a on going process.

Person Responsible

Doris Landers

Schedule

Evidence of Completion

Point book and the Rubrics will be collected and put in a data base.

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

Person Responsible

Schedule

Evidence of Completion

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
G3.B1.S1.A1	Provide clarification of how to score the rubric for evaluation of goal.	Landers, Doris	9/29/2014		12/12/2014 monthly
G1.B1.S1.A1	Review Dress code	Kramek, David	10/23/2014	Newly revised dress code for the Alternative Center for Education	1/20/2015 quarterly
G1.B1.S2.A1	The action that is to be taken is to review the ACE Level system to be more inclusive of specific items available for students as their level increases.	Stull, Thomas	A new revised level system with a focus on dress code opportunities for students in level 3 or higher.	one-time	
G1.MA1	Daily average attendance is 85-95 % last school year and we are looking for an increase for all students.	Privette, Francesca	Reports from the attendance officer.	weekly	
G1.B1.S1.MA1	Exit interview upon students transition back to home school.	Stull, Thomas	Exit interview	quarterly	
G1.B1.S1.MA1	Present revised Dress Code to SAC committee	Lamscha, Michelle	11/13/2014	Minutes from the November SAC meeting.	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Less referrals for dress code	Stull, Thomas	Monitoring of points received in level point books.	weekly	
G1.B1.S2.MA1	New plan will be presented to staff at rounds	Stull, Thomas	Once presented to staff and revisions are made, the plan shall be represented to staff and with approval printed in level books	one-time	
G3.MA1	See step 6	Lamscha, Michelle	See step 6	one-time	
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Point Books and Rubric will be reviewed on a on going process.	Landers, Doris	Point book and the Rubrics will be collected and put in a data base.	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. Improve written format and oral presentation within the level system.

G3.B1 Attendance, Time and Lack of Content knowledge of the rubric system

G3.B1.S1 Professional Development

PD Opportunity 1

Provide clarification of how to score the rubric for evaluation of goal.

Facilitator

Language and Reading departments

Participants

Teaching Staff and Administration

Schedule

Monthly, from 9/29/2014 to 12/12/2014

Technical Assistance Items

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