

# Marion Youth Academy



2014-15 School Improvement Plan

## Marion Youth Academy

10420 NW GAINESVILLE RD, Lowell, FL 32663

[ no web address on file ]

### 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 Marion 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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of the Marion Juvenile Correction (MYA) is to provide continuation of educational services in order to empower reassigned, expelled, and referred students by creating a culture that supports a personalized learning experience using the continuous improvement model.

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

Marion Youth Academy (MYA) provides personalized educational support for students at risk by creating and implementing alternatives for achieving success.

#### School Environment

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

MYA uses student demographic information, calendar year events, treatment team meetings, IEP meetings and one-on-one meetings with students to build relationships. Our transition specialist consults with students to provide individualized student services. Teachers are able to utilize personal and cultural background information on each student to better understand and meet specific needs. MYA uses calendar year lesson planning to celebrate a variety of students' cultures. Teachers allow student expression through writing poetry and essay contests. MYA has a diverse library for students to receive information about different cultures.

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

We have implemented Positive Behavior Support at MYA. PBS has allowed a safe environment conducive for learning. The PBS process has allowed staff to look at positive approaches to dealing with negative behaviors. The lead teacher also participates in treatment team meetings with the facility staff to strategize about students' current performance in school and outside of school. All youth are recognized for accomplishments and achievements.

##### **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 school-wide behavioral system is PBS. MYA has the PBS expectations posted in each classroom. The PBS expectations are reviewed regularly with the students. Our staff has been trained on the effective use of PBS in the classroom.

##### **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**

MYA has an on-site guidance counselor and a transition specialist. All students have access to personal and group counseling through specially trained and certified behavioral therapists. MYA has an on-site RCS who works with ESE students and their families to determine the most beneficial and effective accommodations.



### 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**

N/A

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

***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**

N/A

### 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 available at the school site.

***Description***

**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**

MYA builds partnerships with the community through special presentations to the student body. Some past programs have included presentations by Sickle Cell Disease Association of America, The United States Military, alliance programs with local attorneys affiliated with justice education projects, The Discovery Science Center of Ocala, The Jacksonville Zoo, and The Very Special Artists Artist in Residency Program. Workforce plays an integral role in providing students with job skills and support

needed to be successful upon exit. Students gain career skills and knowledge through NCCER programs sponsored by the Florida Masonry Apprentice and Educational Foundation, Inc. Grants and donations from the community are sought. The school distributes a quarterly newsletter to parents and concerned others. Teachers collaborate with the Public Education Foundation to secure classroom supplies and grants.

## 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
Abshier, Dama	Principal
Thomas, Dwan	Assistant Principal
Williamson, Calvis	Instructional Coach
Umholtz, Sarah	Instructional Coach
Wade, Dale	Instructional Coach

#### Duties

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

The leadership team meets every Monday for one hour. The leadership team discusses site based issues and brainstorms effective resolutions. The leadership team is comprised of the lead teacher from each site, the curriculum coordinator, The principal, and the program manager.

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

The leadership team meets with Title I specialist Dr. Ira Neal, once a month to go over our Title I budget and to review how to spend funds. The leadership team works directly to purchase resources that are research based and aligned with the Florida Standards. The person responsible for making sure the resources are available is the curriculum coordinator. The curriculum coordinator also provides training on what is appropriate to purchase and how the purchase should benefit student outcomes.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Dama Abshier	Principal
Dwan Thomas	Principal
Dale Wade	Teacher
Jane Route	Business/Community
Calvis Williamson	Teacher
Derek Ponder	Business/Community
Mr. Lightsey	Education Support Employee
Mr. Kennan Bullard	Education Support Employee
JPO	Parent
Sarah Umholtz	Teacher
Lt. Saverese	Education Support Employee
Mrs. Fender	Education Support Employee

### 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*

The SAC committee will look over the school improvement plan and give feedback on any concerns.

*Development of this school improvement plan*

The school improvement plan is developed by the leadership team, but the school improvement plan is reviewed by the SAC committee.

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

The school's annual budget and plan is developed by the leadership team and the SAC committee reviews the budget plan.

**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**

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Williamson, Calvis	Instructional Coach
Umholtz, Sarah	Instructional Coach
Wade, Dale	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT ensures that all classrooms have up-to-date relevant libraries. Teachers are receiving literacy training across the curriculum. The LLT has purchased supplemental materials for content area reading strategies.

## 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**

MYA has collaborative weekly planning meetings. The lead teacher models effective instruction to give the teachers opportunities to learn new strategies. The modeling also allows teachers to practice new skills and implement innovative lessons. Teachers meet quarterly by subject areas for collaboration. Teachers also do thematic calendar units. MYA also meets weekly to discuss learning goals and academic outcomes.

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

Qualified applicants will be screened from the district website/pool of applicants. MYA has a mentoring program for new teachers who will be paired with experienced master teachers. Staff Development, has the PEC program for first year teachers who will participate in and complete the new teacher program through the district, as well as ongoing professional development for less experienced to more experienced teachers. The district has incorporated planning time for teachers and for teacher collaboration in the regular school day and teacher work days.

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

New teachers are paired with lead teachers to complete the districts PEC program. The rationale for pairing and planned mentoring activities is derived with master teachers to review MBI's, assessment information, modeling strategies, instruction process, and site specific rules and regulations.

## 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 Mastery Based Instruction syllabus, that our program provides to students, are all aligned with the Florida Standards. The GED program, that we also offer the students, is also aligned with Florida Standards. Our schools reviews and follows the curriculum maps. The program manager also attends

district training to receive the new information from DOE about new curriculum. Instructional coaches are also working closely with teachers and the district to make sure our sites are following Florida Standards. MYA teachers and administration staff receive professional development on Florida 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**

Students are assessed upon entry to determine reading and math skill levels. Based on test results and transcript, students are assigned individualized materials, which include a variety of differentiated lessons. State adapted textbooks have differentiated strategies to help with increasing student proficiency. ESE accommodations are provided based on individual need.

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

**Strategy:** Extended School Day

**Minutes added to school year:**

"NA"

**Strategy Rationale**

"NA"

**Strategy Purpose(s)**

""

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

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

"NA"

### 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**

N/A

#### 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**

MYA has a transition specialist that provides support to students about college and career awareness. We offer workforce training to our students, which provides our students with customer service certifications and other certifications from Workforce Inc. NCCER provides construction

readiness skills and OSHA certification. MYA also invites community stakeholders to educate our students on local business.

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

Safe Food Handling Certification, Customer Service Certification, Construction Readiness Certification, Occupational Safety & Health Administration certifications.

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

We provide career courses and the teachers integrate career education along with their subject areas by focusing on skills necessary for career focus.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If the focus of instruction delivery and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams.

## 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.** If the focus of instruction delivery and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams. 1a

G049226

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	45.0

**Resources Available to Support the Goal** 2

- Title 1N& D
- Access to Juvenile Probation officers
- District Staff (Student Services)
- Staff Development
- Curriculum Coordinator
- Access to District Reading program
- Lead Teacher-Reading Coach's
- TABE test
- Star reading Test

**Targeted Barriers to Achieving the Goal** 3

- Anti-social behaviors
- Students enter the program with reading and/or language deficiencies (phonics, fluency, and speaker of other languages, comprehension, and vocabulary).

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

Looking at reading assignments

**Person Responsible**

Dwan Thomas

**Schedule**

Weekly, from 9/15/2014 to 6/8/2015

**Evidence of Completion**

Review TABE and STAR Test results. Conduct Quarterly Literacy Team Meetings and weekly Leadership team meetings.



## 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.** If the focus of instruction delivery and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams. **1**

 G049226

**G1.B4** Anti-social behaviors **2**

 B122991

**G1.B4.S1** The staff will be trained to implement Positive Behavior Support, a system developed by the University of South Florida. The training will help teachers to focus on greater attainment and maintenance of positive behaviors through the application of specific techniques and strategies. **4**

 S134893

### Strategy Rationale

If staff is trained in and utilizes PBS, then student behavior problems will decrease.

### Action Step 1 **5**

PBS Training

#### Person Responsible

Dama Abshier

#### Schedule

Monthly, from 9/19/2014 to 6/8/2015

#### Evidence of Completion

Agendas, attendance logs, and evaluation forms

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

PBS Walk through

**Person Responsible**

Dwan Thomas

**Schedule**

Monthly, from 9/19/2014 to 6/8/2015

**Evidence of Completion**

Dwan Thomas will visit sites once a month with Title 1 supervisor to oversee that PBS is being used with fidelity. He will also seek input from teachers and students as to the effectiveness of the program.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Tracking discipline referral

**Person Responsible**

Dwan Thomas

**Schedule**

Monthly, from 9/19/2014 to 6/8/2015

**Evidence of Completion**

Review of discipline referrals that teachers submit to the lead teachers. Walk-throughs to check for student engagements.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Positive referrals/ Student of the week/ PBS expectations are posted in all the classrooms

**Person Responsible**

Dale Wade

**Schedule**

Monthly, from 9/19/2014 to 6/8/2015


**Evidence of Completion**

Review of data for students who are showing positive behavior in school and rewarding those students.

**G1.B7** Students enter the program with reading and/or language deficiencies (phonics, fluency, and speaker of other languages, comprehension, and vocabulary). 2

 B122995

**G1.B7.S1** Diagnose reading deficiencies of level 1 and level 2 students or those scoring 2 or more levels below their current grade level as measured by entry assessments. Small group instruction in intensive reading classes complemented by student's use of computer-based reading programs to focus on areas of individual need. 4

 S134907

### Strategy Rationale

If we look at our small group instruction and level 1 and 2 students with reading deficiencies, it will allow us to see which students need interventions to help him/her improve in their reading proficiency.

### Action Step 1 5

CIS Training

#### Person Responsible

Calvis Williamson

#### Schedule

On 9/9/2014

#### Evidence of Completion

Sign in sheet from training. The curriculum coach will go over what the CIS training overview was about.

### Action Step 2 5

DBQ Training

#### Person Responsible

Calvis Williamson

#### Schedule

On 9/12/2014

#### Evidence of Completion

Curriculum Coordinator will conduct walk-throughs in intensive reading teacher classroom looking for strategies used from DBQ training.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1 6**

CIS walk throughs

**Person Responsible**

Dale Wade

**Schedule**

Weekly, from 9/15/2014 to 6/8/2015

**Evidence of Completion**

Curriculum Coordinator will do walk throughs in intensive reading teacher classroom looking for stratgies used in the CIS training.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1 6**

DBQ Walk Throughs

**Person Responsible**

Calvis Williamson

**Schedule**

Weekly, from 9/15/2014 to 6/8/2015

**Evidence of Completion**

Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for stratgies used in the DBQ training

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Teacher Observations

**Person Responsible**

Calvis Williamson

**Schedule**

Weekly, from 9/8/2014 to 6/8/2015

**Evidence of Completion**

Walk throughs looking for intervention put in place thru DBQ and CIS training

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Class assessments

**Person Responsible**

Dale Wade

**Schedule**

Monthly, from 9/8/2014 to 6/8/2015

***Evidence of Completion***

Looking at TABE test and STAR test results.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Treatment Team

**Person Responsible**

Dale Wade

**Schedule**

Weekly, from 9/8/2014 to 6/8/2015

***Evidence of Completion***

The lead teacher will meet with facility staff each week to discuss each student and the needs that will help the student perform better.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Literacy Team Meetings

**Person Responsible**

Dale Wade

**Schedule**

Quarterly, from 9/8/2014 to 6/8/2015

***Evidence of Completion***

The Literacy team meets once quarterly to implement reading across the curriculum.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Review of past assessments

**Person Responsible**

Sarah Umholtz

**Schedule**

Monthly, from 9/8/2014 to 6/8/2015

**Evidence of Completion**

Teachers will look at students past assessments and make judgements on placement and interventions.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Progress/ Report Cards

**Person Responsible**

Sarah Umholtz

**Schedule**

Quarterly, from 9/8/2014 to 6/8/2015

**Evidence of Completion**

IPC will make sure the teacher grades are input into SMS

**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.B4.S1.A1	PBS Training	Abshier, Dama	9/19/2014	Agendas, attendance logs, and evaluation forms	6/8/2015 monthly
G1.B7.S1.A1	CIS Training	Williamson, Calvis	9/9/2014	Sign in sheet from training. The curriculum coach will go over what the CIS training overview was about.	9/9/2014 one-time
G1.B7.S1.A2	DBQ Training	Williamson, Calvis	9/12/2014	Curriculum Coordinator will conduct walk-throughs in intensive reading teacher classroom looking for strategies used from DBQ training.	9/12/2014 one-time
G1.MA1	Looking at reading assignments	Thomas, Dwan	9/15/2014	Review TUBE and STAR Test results. Conduct Quarterly Literacy Team Meetings and weekly Leadership team meetings.	6/8/2015 weekly
G1.B4.S1.MA1	Positive referrals/ Student of the week/ PBS expectations are posted in all the classrooms	Wade, Dale	9/19/2014	Review of data for students who are showing positive behavior in school and rewarding those students.	6/8/2015 monthly

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*Marion Youth Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	PBS Walk through	Thomas, Dwan	9/19/2014	Dwan Thomas will visit sites once a month with Title 1 supervisor to oversee that PBS is being used with fidelity. He will also seek input from teachers and students as to the effectiveness of the program.	6/8/2015 monthly
G1.B4.S1.MA2	Tracking discipline referral	Thomas, Dwan	9/19/2014	Review of discipline referrals that teachers submit to the lead teachers. Walk-throughs to check for student engagements.	6/8/2015 monthly
G1.B7.S1.MA1	Teacher Observations	Williamson, Calvis	9/8/2014	Walk throughs looking for intervention put in place thru DBQ and CIS training	6/8/2015 weekly
G1.B7.S1.MA4	Class assessments	Wade, Dale	9/8/2014	Looking at TABE test and STAR test results.	6/8/2015 monthly
G1.B7.S1.MA5	Treatment Team	Wade, Dale	9/8/2014	The lead teacher will meet with facility staff each week to discuss each student and the needs that will help the student perform better.	6/8/2015 weekly
G1.B7.S1.MA7	Literacy Team Meetings	Wade, Dale	9/8/2014	The Literacy team meets once quarterly to implement reading across the curriculum.	6/8/2015 quarterly
G1.B7.S1.MA8	Review of past assessments	Umholtz, Sarah	9/8/2014	Teachers will look at students past assessments and make judgements on placement and interventions.	6/8/2015 monthly
G1.B7.S1.MA9	Progress/ Report Cards	Umholtz, Sarah	9/8/2014	IPC will make sure the teacher grades are input into SMS	6/8/2015 quarterly
G1.B7.S1.MA1	CIS walk throughs	Wade, Dale	9/15/2014	Curriculum Coordinator will do walk throughs in intensive reading teacher classroom looking for stratgies used in the CIS training.	6/8/2015 weekly
G1.B7.S1.MA2	DBQ Walk Throughs	Williamson, Calvis	9/15/2014	Curriculum Coordinator will do walk throughs in intensive reading teacher classrooms looking for stratgies used in the DBQ training	6/8/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If the focus of instruction delivery and intervention for all students is differentiated through staff development opportunities, then we will increase the percentage of students who are proficient across all content areas of Florida State Assessments and End of Course Exams.

### **G1.B4** Anti-social behaviors

**G1.B4.S1** The staff will be trained to implement Positive Behavior Support, a system developed by the University of South Florida. The training will help teachers to focus on greater attainment and maintenance of positive behaviors through the application of specific techniques and strategies.

#### **PD Opportunity 1**

PBS Training

##### **Facilitator**

Dama Abshier/ University of South Florida Trainer

##### **Participants**

All of Alternative Programs, SRMI, PACE, and Catapult

##### **Schedule**

Monthly, from 9/19/2014 to 6/8/2015

**G1.B7** Students enter the program with reading and/or language deficiencies (phonics, fluency, and speaker of other languages, comprehension, and vocabulary).

**G1.B7.S1** Diagnose reading deficiencies of level 1 and level 2 students or those scoring 2 or more levels below their current grade level as measured by entry assessments. Small group instruction in intensive reading classes complemented by student's use of computer-based reading programs to focus on areas of individual need.

#### **PD Opportunity 1**

CIS Training

##### **Facilitator**

Casey Busha

##### **Participants**

Intensive reading teacher with alternative programs

##### **Schedule**

On 9/9/2014



**PD Opportunity 2**

DBQ Training

**Facilitator**

Calvis Jones

**Participants**

All Alternative Programs Staff

**Schedule**

On 9/12/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0