

Gaines Alternative At Hamblen



2014-15 School Improvement Plan

Gaines Alternative At Hamblen

1 CHRISTOPHER ST, St Augustine, FL 32084

www-gats.stjohns.k12.fl.us

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

63%

Alternative/ESE Center

No

Charter School

No

Minority

38%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

School Board Approval

This plan is pending approval by the St. Johns 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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Gaines Alternative School will provide an alternative to expulsion for students in the St. Johns County School District while maintaining the students ability to achieve academically and providing therapeutic services.

Provide the school's vision statement

The Gaines Alternative School will provide an academically sound, physically safe and therapeutic learning environment for students who have committed level 4 infractions of the student conduct code.

School Environment

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

Every student is required to attend a registration session with his parent where procedures are reviewed thoroughly. This allows the parent and the student to clearly understand all aspects of the Gaines Alternative School and provides opportunities for questions and answers. Additionally, each student completes an intake session with the mental health counselor. This allows the counselor to get to know the student on a deeper level and begin to build the foundation of a relationship with each student.

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

The school environment is safe in that the physical plant is kept secured; exterior doors are locked, cameras are used, and metal detectors are utilized at key entrances. A full time Resource Officer is assigned to the school. The role of the officer is not only one of security, but also as mentor. This relationship, much like that of the Mental Health Counselor and Dean, creates an environment that enables students to be treated with respect as it relates to building relationships.

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 Gaines Alternative School delivers curriculum to all secondary schools in the district and therefore utilizes a web-based format. When a student commits a level four violation of conduct code they are usually sent to the Alternative site for a period of 45 days. Utilizing a web-based curriculum Gaines can replicate the student schedule with little disruption. Procedures and protocols are clearly explained to each student during registration so each student understands what is expected of them. Communication between the students is not encouraged, keeping the learning environment quiet and organized.

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

Each student completes an intake session with the Mental Health Counselor to determine any immediate mental health needs that need addressing. Students who need individual attention are assigned sessions on an as needed basis accordingly. Every student is assigned to a group that meets weekly with the Counselor. Every Friday the teachers, administrator and counselor hold a staffing where every student is reviewed for any additional services.

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
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	6	7	8	
Attendance below 90 percent	0	10	16	26
One or more suspensions	2	9	16	27
Course failure in ELA or Math	1	0	8	9
Level 1 on statewide assessment	1	3	8	12

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	1	9	15	25

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

Students at the Gaines Alternative School are traditionally here for 45 days. However, in the time frame that they are here the school follows the county procedures for filing truancy and make home phone calls when chronic patterns appear, recommending tutoring for level 1 students through Think Through Math, addition of Curriculum Coordinator, counseling services through EPIC Community Services, utilizing Intervention Specialist for mental health.

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/164270>.

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

Due to the short term of student placement at the Gaines Alternative School few partnerships are developed. We do however afford students the opportunity to work off community service hours when possible utilizing the nearby food bank and Education Foundation Depot.

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
McMahon, Patricia	Principal
Crawford-Connolly, Helen	Other

Duties

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

The function and responsibility for the school based leadership team is the continual monitoring of student behavior, attendance and progress monitoring during their time here. The Gaines curriculum is delivered through a web based learning lab and replicates the schedules of incoming students utilizing PLATO. Additional software has been added to the curriculum for those students struggling in math and reading.

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

Students are sent to the Gaines Alternative School for a 45 day placement when behavior necessitates removal from their home zoned school. Students are sent from surrounding schools and are already identified as students requiring services. However, students who indicate they are struggling in reading and math are eligible for additional tutoring with leveled software.

Title 1 funds are used to pay the salary of the Coordinator of Student Intervention. His primary duties

are to provide behavior supports to students. Additionally, the counselor runs group and individual sessions on drug education, violence prevention, community resources and job readiness skills.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patricia McMahon	Principal
Mathew Potak	Education Support Employee
Helen Crawford	Teacher
Rob Garrett	Teacher
James Padgett	Teacher
Dan Wilson	Teacher
Dan Stevens	Teacher
Brandon McKinnon	Student

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 team reviews the data as provided by the county to see if the goals are achieved. Logs are also reviewed for comparison data on parent contact.

Development of this school improvement plan

All members of the SAC are involved in development of the plan as we plan for the upcoming school year. We meet to discuss the needs and objectives that will make the Gaines Alternative School a more effective school.

Preparation of the school's annual budget and plan

The SAC team met to set the parameters of the SAC budget and came to consensus.

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

498.72 to be used for chairperson stipend.

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
Crawford-Connolly, Helen	Assistant Principal
McMahon, Patricia	Principal

Duties

Describe how the LLT promotes literacy within the school

Teachers infuse reading throughout the curriculum utilizing PLATO.
Achieve 300 is used daily with every student.
Staff meet weekly to monitor student progress.

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

The school provides collaborative planning time on a daily basis so that teachers have the opportunity to work together to best provide for the students. Additionally, the staff meets weekly with the administration, mental health counselor and dean to discuss each student to make sure that all staff members are kept up to date on student progress.

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

To recruit and hire HQ staff the school utilizes the County PATS hiring system. Due to the school's Title 1 status only Highly Qualified staff are interviewed and hired. The Gaines Alternative School has participated in district level minority recruitment efforts and worked with our colleges and universities to identify potential teachers. The Administration also works closely with new teachers and assigns veteran teachers to mentor new teachers. New teachers are also included in the County teacher Mentoring Program. The Administration fosters open communication between teachers, staff and Administrators. The staff is encouraged to meet as a professional learning community to discuss strategies to improve the students' behavior as well as academic performance and to offer staff development opportunities.

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

Veteran teachers are matched with new teachers for mentoring. Because the Gaines Alternative School is facilitated in a learning lab environment, the teachers work closely together. Weekly staff meetings ensure that all needs for both students and staff are being met.

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning

Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the 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

The Gaines Alternative School replicates the individual schedule of every student that comes into the school so that the academic progress is not disrupted by the placement. When possible remedial teaching through additional software is utilized. While instruction is mostly on line, struggling students are given one on one assistance by teachers. Additionally, recently purchased software (ThinkThroughMath) is being used by students.

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: 0

Strategy Rationale

Strategy Purpose(s)

- 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

Students at the Gaines Alternative School generally stay 45 days and then return to the home zoned school. There is no cohort of students that transition as in the traditional school setting.

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

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school. Once the students complete the 45 days, they return to that school. Classes are replicated from the home zoned school.

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

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school. Once the students complete the 45 days, they return to that school. Classes are replicated from the home zoned school.

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

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school. Once the students complete the 45 days, they return to that school. Classes are replicated from the home zoned school.

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

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school. Once the students complete the 45 days, they return to that school. Classes are replicated from the home zoned school.

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.** Decreasing Out of School Suspension
- G2.** Increase parental Involvement
- G3.** Therapeutic Services at Gaines Alternative School

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. Decreasing Out of School Suspension **1a**

 **G036225**

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal **2**

- staff, professional development

Targeted Barriers to Achieving the Goal **3**

- Limited training

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

Lower number of OSS

Person Responsible

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

computer data

G2. Increase parental Involvement 1a

G036226

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- staff

Targeted Barriers to Achieving the Goal 3

- Limited parent involvement

Plan to Monitor Progress Toward G2. 8

increased parent contact

Person Responsible

Helen Crawford-Connolly

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

total number of contacts

G3. Therapeutic Services at Gaines Alternative School 1a

G036227

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

Resources Available to Support the Goal 2

- staff

Targeted Barriers to Achieving the Goal 3

- limited counseling services available to students

Plan to Monitor Progress Toward G3. 8

Number of students seen

Person Responsible

Patricia McMahon

Schedule

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

Evidence of Completion

Counseling Log

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. Decreasing Out of School Suspension **1**

 G036225

G1.B1 Limited training **2**

 B086738

G1.B1.S1 professional development on Crisis Prevention **4**

 S097436

Strategy Rationale

increasing professional development on Crisis Prevention will lower out of school suspensions

Action Step 1 **5**

Teachers will participate in additional Crisis Prevention Intervention

Person Responsible

Patricia McMahon

Schedule

Every 2 Months, from 8/18/2014 to 8/25/2014

Evidence of Completion

sign in logs

Action Step 2 5

Teachers will participate in Professional Crisis Management

Person Responsible

Helen Crawford-Connolly

Schedule

Quarterly, from 9/4/2014 to 5/19/2015

Evidence of Completion

Sign in logs

Action Step 3 5

Teachers will complete inservice in classroom deescalation strategies

Person Responsible

Helen Crawford-Connolly

Schedule

Semiannually, from 9/24/2014 to 2/19/2015

Evidence of Completion

Sign in sheets

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

Sign in sheets will be kept for staff completion

Person Responsible

Patricia McMahon

Schedule

Quarterly, from 9/20/2014 to 5/22/2015

Evidence of Completion

sign in sheets

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

Classroom observation

Person Responsible

Helen Crawford-Connolly

Schedule

On 5/13/2015

Evidence of Completion

walk through observation

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

Number of out of school suspensions will be compared to the previous school year.

Person Responsible

Patricia McMahon

Schedule

Semiannually, from 12/9/2014 to 5/22/2015

Evidence of Completion

SESSR report

G2. Increase parental Involvement 1

G036226

G2.B1 Limited parent involvement 2

B086739

G2.B1.S1 Teachers will make more frequent parent contact to increase parental interest while their student is at the Gaines Alternative School. 4

S097437

Strategy Rationale

Increase parent interest in student success at the Gaines Alternative School

Action Step 1 5

Teachers will be required to make more phone calls to parents.

Person Responsible

Patricia McMahon

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

staff/teacher log

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

Number of phone calls will be monitored

Person Responsible

Patricia McMahon

Schedule

Quarterly, from 8/18/2014 to 5/20/2015

Evidence of Completion

staff logs

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

increased parent contact should increase parental involvement

Person Responsible

Helen Crawford-Connolly


Schedule

Quarterly, from 8/20/2014 to 5/20/2015

Evidence of Completion

Number of parent conferences as evidenced by form.

G2.B1.S2 Parent night 4

 S100660

Strategy Rationale

To educate parents on the goals of the Gaines Alternative School

Action Step 1 5

Parent night

Person Responsible

Patricia McMahon

Schedule

On 9/25/2014

Evidence of Completion

agenda, invitation, sign in sheet

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

SAC team participation

Person Responsible

Schedule

Evidence of Completion

Sign in sheet, invitation, newsletter

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

Parental pre and post information sheet

Person Responsible


Helen Crawford-Connolly

Schedule

Evidence of Completion

Sign in sheets, pre/post information questionnaire

G2.B1.S3 Parenting Class 4

 S108871

Strategy Rationale

Assist parents with parenting goals for difficult children

Action Step 1 5

A parenting class will be offered one time per semester

Person Responsible

Patricia McMahon

Schedule

Annually, from 3/19/2015 to 3/19/2015

Evidence of Completion

Sample of the parent flyer, parent sign in sheet

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

Parent surveys will be completed at both parenting classes

Person Responsible

Patricia McMahon

Schedule

Annually, from 3/3/2015 to 3/3/2015

Evidence of Completion

Pre and post information will be used as data

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

Parent surveys will be implemented at the parenting classes for feedback

Person Responsible

Patricia McMahon


Schedule

Annually, from 3/3/2015 to 3/3/2015


Evidence of Completion

Pre and post data will be used


G3. Therapeutic Services at Gaines Alternative School 1

 G036227

G3.B1 limited counseling services available to students 2

 B086740

G3.B1.S1 Behavior Interventionist will schedule group and individual sessions with Gaines Students 4

 S097438

Strategy Rationale

Create a healthier mental health environment for students and initiate outside services to families.

Action Step 1 5

Students will attend counseling sessions as determined on the intake form.

Person Responsible

Patricia McMahon

Schedule

Biweekly, from 8/18/2014 to 4/8/2015

Evidence of Completion

Counselor log

Action Step 2 5

Students will attend group therapy with EPIC Community Services

Person Responsible

Patricia McMahon

Schedule

Biweekly, from 8/20/2014 to 5/22/2015

Evidence of Completion

EPIC sign in sheets

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

Counseling sessions log sign in sheets

Person Responsible

Patricia McMahon

Schedule

Semiannually, from 8/30/2014 to 5/25/2015

Evidence of Completion

Counseling log

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

Number of students being seen, follow up services

Person Responsible

Patricia McMahon

Schedule

Quarterly, from 8/18/2014 to 4/20/2015

Evidence of Completion

Counseling logs

Appendix 1: Implementation Timeline

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

St. Johns - 0032 - Gaines Alternative At Hamblen - 2014-15 SIP
Gaines Alternative At Hamblen

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	Teachers will participate in additional Crisis Prevention Intervention	McMahon, Patricia	8/18/2014	sign in logs	8/25/2014 every-2-months
G2.B1.S1.A1	Teachers will be required to make more phone calls to parents.	McMahon, Patricia	8/18/2014	staff/teacher log	6/3/2015 quarterly
G3.B1.S1.A1	Students will attend counseling sessions as determined on the intake form.	McMahon, Patricia	8/18/2014	Counselor log	4/8/2015 biweekly
G2.B1.S2.A1	Parent night	McMahon, Patricia	9/24/2014	agenda, invitation, sign in sheet	9/25/2014 one-time
G2.B1.S3.A1	A parenting class will be offered one time per semester	McMahon, Patricia	3/19/2015	Sample of the parent flyer, parent sign in sheet	3/19/2015 annually
G3.B1.S1.A2	Students will attend group therapy with EPIC Community Services	McMahon, Patricia	8/20/2014	EPIC sign in sheets	5/22/2015 biweekly
G1.B1.S1.A2	Teachers will participate in Professional Crisis Management	Crawford-Connolly, Helen	9/4/2014	Sign in logs	5/19/2015 quarterly
G1.B1.S1.A3	Teachers will complete inservice in classroom deescalation strategies	Crawford-Connolly, Helen	9/24/2014	Sign in sheets	2/19/2015 semiannually
G1.MA1	Lower number of OSS		8/18/2014	computer data	6/3/2015 semiannually
G1.B1.S1.MA1	Number of out of school suspensions will be compared to the previous school year.	McMahon, Patricia	12/9/2014	SESSR report	5/22/2015 semiannually
G1.B1.S1.MA1	Sign in sheets will be kept for staff completion	McMahon, Patricia	9/20/2014	sign in sheets	5/22/2015 quarterly
G1.B1.S1.MA3	Classroom observation	Crawford-Connolly, Helen	5/13/2015	walk through observation	5/13/2015 one-time
G2.MA1	increased parent contact	Crawford-Connolly, Helen	8/18/2014	total number of contacts	6/3/2015 semiannually
G2.B1.S1.MA1	increased parent contact should increase parental involvement	Crawford-Connolly, Helen	8/20/2014	Number of parent conferences as evidenced by form.	5/20/2015 quarterly
G2.B1.S1.MA1	Number of phone calls will be monitored	McMahon, Patricia	8/18/2014	staff logs	5/20/2015 quarterly
G2.B1.S2.MA1	Parental pre and post information sheet	Crawford-Connolly, Helen	10/8/2014	Sign in sheets, pre/post information questionnaire	one-time
G2.B1.S2.MA1	SAC team participation		10/8/2014	Sign in sheet, invitation, newsletter	one-time
G2.B1.S3.MA1	Parent surveys will be implemented at the parenting classes for feedback	McMahon, Patricia	3/3/2015	Pre and post data will be used	3/3/2015 annually
G2.B1.S3.MA1	Parent surveys will be completed at both parenting classes	McMahon, Patricia	3/3/2015	Pre and post information will be used as data	3/3/2015 annually
G3.MA1	Number of students seen	McMahon, Patricia	9/8/2014	Counseling Log	9/8/2014 quarterly
G3.B1.S1.MA1	Number of students being seen, follow up services	McMahon, Patricia	8/18/2014	Counseling logs	4/20/2015 quarterly
G3.B1.S1.MA1	Counseling sessions log sign in sheets	McMahon, Patricia	8/30/2014	Counseling log	5/25/2015 semiannually

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. Decreasing Out of School Suspension

G1.B1 Limited training

G1.B1.S1 professional development on Crisis Prevention

PD Opportunity 1

Teachers will participate in additional Crisis Prevention Intervention

Facilitator

FDLRS

Participants

All Staff

Schedule

Every 2 Months, from 8/18/2014 to 8/25/2014

PD Opportunity 2

Teachers will participate in Professional Crisis Management

Facilitator

George Freeman

Participants

All staff

Schedule

Quarterly, from 9/4/2014 to 5/19/2015

PD Opportunity 3

Teachers will complete inservice in classroom deescalation strategies

Facilitator

FDLRS

Participants

all staff

Schedule

Semiannually, from 9/24/2014 to 2/19/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: Increase parental Involvement	489
Grand Total	489

Goal 2: Increase parental Involvement		
Description	Source	Total
B1.S1.A1 - Parent phone logs	School Improvement Funds	100
B1.S2.A1 - Supplies for Gaines School Parent Night.	Other	389
Total Goal 2		489