

New Horizons Learning Center

3200 MINNESOTA AVE, Panama City, FL 32405

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

Yes

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Bay 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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide a high quality instructional program with the corresponding system of student support mechanisms that allow New Horizons students to show increasing levels of academic proficiency.

Provide the school's vision statement

New Horizons' Vision Statement is that we will provide an individualized, but dynamic system of environmental and academic modifications that allow our students to make a successful transition to the world of higher education or work place.

School Environment

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

All students attending New Horizons are Exceptional Education students with IEPs (individualized educational plans). In addition to the process of developing an IEP for each student, case managers monitor and track student behavior and performance through quantitative factors, grades and behavior tracking systems, and through close personal observation both personally and collectively as a grade level team.

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

The physical layout of New Horizons was designed with student safety in mind. Positive control of student behavior is accomplished through small student to staff ratios and through a behavior tracking system that uses point sheets as a primary component of our written behavior system.

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 expectations of student behavior are clearly defined in the Student Handbook, and reinforced by a daily point sheet systems that emphasizes the positive behavior required for the student to be successful. School wide events are used to teach the students how to behave for success, and to also positively reinforce those behaviors through a reward system. Classes are small, and every classroom has two staff members to maintain positive control of student behavior, and to encourage students to stay on task.

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

New Horizons has a full time Social Worker and Behavior Specialist who work on an individual basis with students and with the student body as a whole. In addition, New Horizons has a dynamic Mentor program that pairs students with positive role models.

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

All students are on an IEP and there is a very low ratio of staff to students. Case managers and grade level groups monitor students for problem indicators, and consult with the Behavior Specialist and Social Worker to develop interventions based on the "whole" child model.

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	9	10	11	12	
Attendance below 90 percent	8	16	16	19	7	3	4	73
One or more suspensions	11	14	13	21	7	1	3	70
Course failure in ELA or Math	2	5	3	6	4	0	1	21
Level 1 on statewide assessment	8	16	12	19	5	4	2	66

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	10	17	14	23	8	3	4	79

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

All students with a Reading score of level 2 or below are assigned a Reading elective. Behavior tracking point sheets allow for a positive reinforcement of student behavior. The school mentor program allows the pairing of students with an adult mentor to provide a positive role model of adult behavior and academic and vocational success.

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/180737>.

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

New Horizons has an active Mentor and Community Partnership program. In addition, the school is a Title I school and uses the funds provided by Title I for promoting parental participation in their child's education and for teaching parenting skills.

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
Smith, Wesley	Principal
McQuagge, Jonathan	Assistant Principal
Mitchell, Kristy	Guidance Counselor
Moseley, Kari	Attendance/Social Work
Degeorge, Mary	Guidance Counselor
Menfi, Cynthia	Guidance Counselor
Allen, James	Teacher, ESE

Duties

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

The Principal and Assistant Principal provide a strategic vision for the Leadership Team based on District goals and policies, grounded with respect to staff strengths and student needs. Student needs are reviewed based on individual student behaviors and successes, and through monitoring overall trends in the student population. Through brainstorming, student needs are reviewed and data is analyzed to develop strategies to improve student achievement within the scope of the resources that are available. The Leadership Team meets at least once a week, but will informally meet on a day to day, sometimes hour to hour basis, depending upon the challenges and opportunities that present themselves.

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 tracks student behavior and academic trends through data analysis and contingent upon emerging student needs, including academic, behavior or physical issues, the team will access the school and community resources to meet the needs of the student to return them to a classroom environment, ready to learn. The team also uses data trends to identify which policies and strategies are working, and what needs to be reshaped to meet the current student needs. The team is a collegiate group of professionals highly experienced in the ESE environment. They are focused on student achievement and safety and the health and physical needs of the students.

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

- Providing professional development activities
- Carrying out programs and activities that are designed to improve the quality of the teacher force
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/ assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned

buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to

- modified curriculum
- reading instruction
- after-school instruction
- tutoring
- mentoring
- class size reduction
- extended school year
- intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is

\$25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

Other

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mr, Brian Baber	Business/Community
Mr. Wesley Smith	Principal
Mr. Ken Johansen	Teacher
Mr. Jonathan McQuaggee	Principal
Ms. Margaret Tidmore	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

A review of the school improvement plan and the goals and objectives of the prior years plan are reviewed at the first meeting. As the year progresses, progress based on other factors, for instance Discovery Education Assessment, are also reviewed.

Development of this school improvement plan

The School Improvement Plan is reviewed at each SAC meeting. Progress toward goals and problems reaching those goals are reviewed. Title I funding and the integration of this funding towards meeting School Improvement Plan goals are discussed and voted upon.

Preparation of the school's annual budget and plan

PD and budgetary requirements are coordinated between the school's Administrators and the Leadership Team.

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

School Improvement funds will be used in direct support of basic academic instruction and Professional Development that enhances the skills of the instructional staff in those subject areas.

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
McQuagge, Jonathan	Assistant Principal
Nelson, Michelle	Teacher, ESE
Adams, Michelle	Teacher, ESE
Mucelli, Andrea	Teacher, ESE
Love, Robert	Teacher, ESE
Burton, Amy	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major goal of the LTT is to improve reading proficiency on our students. We are closely monitoring all Level 1 and Level 2 readers by analyzing their past FCAT performance and using three assessment points of Discovery Education testing to assess their progress during the school year. The Discovery Education data allows us to ascertain growth, identify weakness, and design appropriate and effective instruction.

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

New Horizons has Professional Learning Circles to share and collaborate strategies and curriculum.

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

New Horizons keeps an up to date web site with school specific information. In addition, teachers are encouraged to refer potential teachers to Administration to see if their interest and skills align with New Horizons educational objectives.

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

As a small school, both Administrators have a wide range of interactions with the faculty that allow one on one discussions. Through observation and through District level information, Administrators target Staff Development to meet the needs of teacher professional development.

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

Most of the New Horizons students are below grade level in all basic academic areas. A heavy focus is placed on reading, both in the Reading Elective classrooms (required for all students with an Achievement Level 2 or below) and in all other classrooms by a mandatory reading time for each period. Lesson plans are monitored for alignment with Florida curriculum standards and for the required course progression..

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

All of New Horizons students have an IEP (Individualized Education Plan). In addition to monitoring student progression towards standards mastery, the students are also monitored for progress toward their IEP goals.

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

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

Student Transition and Readiness

PreK-12 Transition

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

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

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

The High School Guidance Counselor works individually and on a group basis to promote student awareness of academic and career opportunities. In addition the Guidance Counselor coordinates with Haney Vocational School for student enrollment in pre and post-graduation training.

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

Students are enrolled in a Careers focused course on the exploratory wheel. Students have the opportunity to participate in various authentic vocational activities, for instance, participating in the daily Instructional Television Program and running the school score.

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

This school focuses on helping students change their behaviors. A heavy emphasis at the High School level is placed on appropriate behaviors in the work place.

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

Students participate in the Postsecondary Education Readiness Test (P.E.R.T.) exam.

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.** Increase instructional time by decreasing OSS and ISS days. (Use Average Daily Attendance report for data).

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. Increase instructional time by decreasing OSS and ISS days. (Use Average Daily Attendance report for data). 1a

G038764

Targets Supported 1b

Indicator	Annual Target
	6.0

Resources Available to Support the Goal 2

- A dedicated Crisis Intervention Teacher A dedicated Social Worker 2013-2014 School Year Data from FOCUS. (Will provide ability to monitor data.)

Targeted Barriers to Achieving the Goal 3

- Funding limitations for payroll and for staff development and training.
- Continued funding for a dedicated Crisis Intervention Teacher.
- Picking data points for determining progress.

Plan to Monitor Progress Toward G1. 8

Days of ISS and OSS using the Average Daily Attendance report. Monitor ADA rate for the month and cumulatively for the year to evaluate the impact on the the reduced ISS and OSS days on the ADA rate.

Person Responsible

Ken Johansen

Schedule

Quarterly, from 8/20/2014 to 6/5/2015

Evidence of Completion

Focus ADA reports and analysis.

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. Increase instructional time by decreasing OSS and ISS days. (Use Average Daily Attendance report for data). **1**

 G038764

G1.B1 Funding limitations for payroll and for staff development and training. **2**

 B093129

G1.B1.S1 Review sources of funding. Title I and school budget. Request additional funding from the District if required. **4**

 S104117

Strategy Rationale

Position requires funding.

Action Step 1 **5**

Administration reviews budgets for staff development and training.

Person Responsible

Craig Bush

Schedule

On 9/1/2014

Evidence of Completion

Crisis Intervention teacher is on the Unit allocation plan.

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

Identify funding for Leadership Team training and for paying stipends for review of the current behavior plan and making revisions to the student handbook as needed.

Person Responsible

Craig Bush

Schedule

Evidence of Completion

Crisis Intervention Teacher is on the payroll and the position is filled.

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

Review the training and work of the Leadership team. Review the updated Behavior Plan.


Person Responsible

Schedule


Evidence of Completion

Look for improvements in Monthly Data Reports from 2013-2014 to 2014-2015.

G1.B2 Continued funding for a dedicated Crisis Intervention Teacher. 2

 B093131

G1.B2.S1 Ensure that the Crisis Intervention teacher position remains funded and in place. 4

 S104119

Strategy Rationale

Requires funding and allocation to keep the position.

Action Step 1 5

New Crisis Intervention teacher is hired and in place.

Person Responsible

Schedule

On 8/18/2014

Evidence of Completion

New Crisis Intervention teacher is hired and in place.

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

Hiring of a Crisis Intervention teacher.

Person Responsible

Schedule

Evidence of Completion

Teacher is placed under contract for 2014 2015 School Year.

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

A dedicated Crisis Intervention teacher is hired.


Person Responsible

Schedule


Evidence of Completion

Teacher under contract.

G1.B3 Picking data points for determining progress. 2

 B093132

G1.B3.S1 Review reports available in FOCUS to find a report with the flexibility and conciseness to allow understandable and meaningful data points. 4

 S104120

Strategy Rationale

Reports will provide an indicator of the effectiveness of this position.

Action Step 1 5

Review FOCUS reports for a data point the is clear and captures the intent of the goal.

Person Responsible

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Identification of the chosen report.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

ID Focus report to be used for data analysis.

Person Responsible

Schedule

Evidence of Completion

Report Named. The report chosen was the Average Daily Attendance report. It includes days of ISS and OSS time broken down by grade level and using FOCUS, different time periods can be selected . It also has the ADA broken down by grade level and a composite rate for the school so the impact of the ISS/OSS days can be evaluated in the context of student attendance.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Track the days of ISS and OSS and review the impact on the ADA rate.

Person Responsible

Schedule

Evidence of Completion

Monthly analysis of the data.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Administration reviews budgets for staff development and training.	Bush, Craig	8/1/2014	Crisis Intervention teacher is on the Unit allocation plan.	9/1/2014 one-time
G1.B2.S1.A1	New Crisis Intervention teacher is hired and in place.		8/1/2014	New Crisis Intervention teacher is hired and in place.	8/18/2014 one-time
G1.B3.S1.A1	Review FOCUS reports for a data point the is clear and captures the intent of the goal.		9/30/2014	Identification of the chosen report.	6/5/2015 monthly
G1.MA1	Days of ISS and OSS using the Average Daily Attendance report. Monitor ADA rate for the month and cumulatively for the year to evaluate the impact on the the reduced ISS and OSS days on the ADA rate.	Johansen, Ken	8/20/2014	Focus ADA reports and analysis.	6/5/2015 quarterly
G1.B1.S1.MA1	Review the training and work of the Leadership team. Review the updated Behavior Plan.		Look for improvements in Monthly Data Reports from 2013-2014 to 2014-2015.	one-time	
G1.B1.S1.MA1	Identify funding for Leadership Team training and for paying stipends for review of the current behavior plan and making revisions to the student handbook as needed. .	Bush, Craig	Crisis Intervention Teacher is on the payroll and the position is filled.	one-time	
G1.B2.S1.MA1	A dedicated Crisis Intervention teacher is hired.		Teacher under contract.	once	
G1.B2.S1.MA1	Hiring of a Crisis Intervention teacher.		Teacher is placed under contract for 2014 2015 School Year.	one-time	
G1.B3.S1.MA1	Track the days of ISS and OSS and review the impact on the ADA rate.		Monthly analysis of the data.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	ID Focus report to be used for data analysis.		Report Named. The report chosen was the Average Daily Attendance report. It includes days of ISS and OSS time broken down by grade level and using FOCUS, different time periods can be selected . It also has the ADA broken down by grade level and a composite rate for the school so the impact of the ISS/OSS days can be evaluated in the context of student attendance.	once	

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.

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