

students

school

teaching

improvement

strategic

collaborative

family

environment

instruction

needs

goals

mission

vision

public

and

community

involvement

planning

building

relationships

achievement

supportive

problem solving

8-Step

effective

leadership

ambitious

strategies

resources

assessment

zero

college

and

career

public

and

mission

vision

2014-15 School Improvement Plan

A.Quinn Jones Center

1108 NW 7TH AVE, Gainesville, FL 32601

<http://www.sbac.edu/pages/acps>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

80%

Alternative/ESE Center

No

Charter School

No

Minority

70%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

F

School Board Approval

This plan is pending approval by the Alachua 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
Priority	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

We are committed to the success of every student.

Provide the school's vision statement

We will graduate and/or transition students equipped with the necessary tools to be successful, both in school and post school. Our goal is for each of our students to become contributing, productive, members of society.

School Environment

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

Our school strives to provide many opportunities for parent involvement throughout the school year. We invite our families to dine with us on a monthly basis during our SAC meetings. It is during these types of activities, that we are able to build strong rapport with our families and their children. Throughout the school year, we also conduct educational meetings with the students and parents to develop the best course of action to take for each child, as it pertains to their education and preparing them for post school opportunities. New families are encouraged to visit and tour the facility prior to committing to attending either one of our programs. Parents are encouraged to actively participate in their student's daily education by volunteering or visiting their child's classroom on a regular basis. We encourage parents to come to school and eat lunch with their student whenever the opportunity presents itself; we maintain an open door policy.

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

Students are welcomed, on a daily basis, with a smile and a clean slate. Students know that no matter what type of day they may have had one day, the next day is a fresh start, and they are received with an open mind and heart. Students are afforded the opportunity to access our many counseling interns any time they feel the need. The goal being to comfort and support each child with whatever struggle or challenges they may be experiencing.

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

Our entire school utilizes a Behavior Phase Level system. It is infused throughout the school, in each and every classroom, and with all staff members enforcing the protocol. Each student has specific targeted behaviors that need to be addressed. They are addressed through the use of a point sheet, which identifies the replacement behaviors that each individual student needs to work on modifying, to achieve greater success in the school environment.

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

Students are provided with counseling whenever they express a desire for the service. We also refer students for counseling when the behaviors seem to stem from emotional distress. Students are selected for ongoing individual, group and/or play buddy counseling, based on their individual needs.

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

The above EWS indicators are inclusive of what we use at our school.

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	5	7	6	18
One or more suspensions	1	1	2	4
Course failure in ELA or Math	6	4	5	15
Level 1 on statewide assessment	4	4	7	15

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	13	12	10	35

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

Title I pull-out tutoring
90 minute reading blocks for all grades (K-12)
Small class size
Very small group instruction
Paraprofessional in each classroom
Computer technology intervention programs
Use of research based materials to supplement curriculum
Title I parent resource center/materials

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

Upload from DOE

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

We actively recruit community business partners, currently having 7 that support our ongoing efforts. We sustain those partnerships through recognition in our quarterly journal, as well as holding an appreciation dinner and performance, at least once per year. Additionally, we have regular contact with the business partners when we pick up the food rewards they provide for our student incentive program. We send out thank you notes at the end of each school year, as well as personally going to each business partner to discuss continuing our partnership for the upcoming year as well.

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
Keller, Suzanne	Principal
Britton, Candace	Assistant Principal
Anderson, Paula	Teacher, K-12
Zofnas, Scott	Instructional Coach
Kavanaugh, Michael	Teacher, ESE
Wasykowski, Joanne	Dean
Ramirez, Robin	Dean
Huber, Peter	Guidance Counselor

Duties

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

- a) Principal Provides a common vision for the use of data based decision making, ensures the school based team is implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.
- B) Select general education teachers provides information about core instruction, participates in student data collection, delivers TIER 1 instruction/interventions, collaborates with other staff to implement TIER 2 interventions, and integrates TIER 1 materials/instruction with TIER 2 /3 activities.

- c) ESE teachers participate in student data collection, integrates core instructional activities/materials into TIER 3 instruction and collaborate with general education teachers through such activities as co-teaching.
- d) Behavior Analyst/BRT develops, leads, and evaluates school core content/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered at risk, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.
- e) Title I/ CIIMS Coordinator provides guidance on K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of TIER 1, TIER 2, and TIER 3 intervention plans.
- f) School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for interventions, fidelity, and documentations, provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.
- G) Media specialist/technology specialist develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
- h) Speech Pathologist Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
- I Guidance Counselor provides information in regard to progress related to student movement through the Phase Level System. Organizes auxiliary counseling services such as Meridian Mental Health Services and Shands Vista interns. .

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

- a) Principal Provides a common vision for the use of data based decision making, ensures the school based team is implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and

communicates with parents
regarding school based RTI plans and activities.

B) Select general education teachers provides information about core instruction, participates in student data collection,

delivers TIER 1 instruction/interventions, collaborates with other staff to implement TIER 2 interventions, and integrates TIER

1 materials/instruction with TIER 2 /3 activities.

c) ESE teachers participate in student data collection, integrates core instructional activities/materials into TIER 3 instruction

and collaborate with general education teachers through such activities as co-teaching.

d) Behavior Analyst/BRT develops, leads, and evaluates school core content/programs, identifies and analyzes existing

literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns

of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists

with whole school screening programs that provide early intervening services for children to be considered at risk, assists in

the design and implementation for progress monitoring, data collection, and data analysis,

participates in the design and

delivery of professional development and provides support for assessment and implementation monitoring.

e) Reading Coach and CIIMS Coordinator provides guidance on K-12 reading plan, facilitates and supports data collection

activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data

based instructional planning, supports the implementation of TIER 1, TIER 2, and TIER 3 intervention plans.

f) School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention

plans, provides support for interventions, fidelity, and documentations, provides professional development and technical

assistance for problem solving activities including data collection, data analysis, intervention planning, and program

evaluation; facilitates data based decision making activities.

G) Media specialist/technology specialist develops or brokers technology necessary to manage and display data; provides

professional development and technical support to teachers and staff regarding data management and display.

h) Speech Pathologist Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for

appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student

need with respect to language skills.

I Guidance Counselor provides information in regard to progress related to student movement through the Phase Level

System. Organizes auxiliary counseling services such as Meridian Mental Health Services and Shands Vista interns.

Services are provided to ensure students requiring additional remediation are assisted through after/before school programs

and/or summer school. The district coordinates with Title I and Title II in ensuring staff development needs are provided.

Additionally, assistance is provided in analyzing data from the State Assessment System

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout prevention programs

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students

Title III

NA

Title X- Homeless

District homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers

Violence Prevention Programs

The Phase Level System, counseling, small classes and close supervision are provided throughout the school day. Home-notes are sent home with students every afternoon to insure good communication between the school and parents in regard to behavior. The "Why Try" program, PALS program and Wildcat of the Week are implemented throughout the school year to encourage positive behavior. All staff is trained through the Crisis Prevention Institute to manage acting out behaviors.

Nutrition Programs

Free and reduced breakfast and lunch programs are provided by the district food service

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

One teacher is assigned to promote career education with our high school students. A number of students are enrolled in the Option 2 Diploma program.

Job Training

Business Partners enable us to provide job training for our high school students. A teacher is assigned to assist students in completing the Option 2 program. High School students are enrolled in Career Preparation Courses.

Other

NA

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Suzanne Keller	Principal
Paula Anderson	Teacher
Donald Wheeler	Teacher
Peter Huber	Teacher
Patricia Jackson	Parent
Melissa Hart	Parent
Stacey Davis	Parent
Linda Highland	Education Support Employee
William Highland	Business/Community
Paige French	Business/Community
Caroline Earls	Business/Community
Harry Rushing	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan was executed with fidelity.

Development of this school improvement plan

Input was solicited via phone calls, meetings, surveys, and the draft was shared at an SAC meeting, for further input and development.

Preparation of the school's annual budget and plan

Annual school budget distributed to the school. The budget is shared with and reviewed by the SAC committee.

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

No funds are expected to be used for the A. Quinn Jones for SIP.

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
Zofnas, Scott	Instructional Coach
Keller, Suzanne	Principal
Britton, Candace	Assistant Principal
Walker, Mildred	Teacher, ESE
Adderleey, Adrienne	Teacher, ESE
Blank-Zeichner, Cheryl	Teacher, ESE
Burchfield, Susan	Teacher, ESE
Moss, Monique	Teacher, ESE
Thorne, Wesley	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

- 1) All elementary students receive a 90 minute reading block in the morning.
- 2) Develop cross curricular reading materials for science and civics
- 3) Media Specialist consults with teachers on preparation of lessons to encourage the use of the media center.
- 4) Assign a teacher to teach technology skills to elementary students.
- 5) Book of the month club
- 6) Stop, Drop, and Read
- 7) Reading buddies

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

Regularly scheduled team meetings.

Teachers share the same planning periods to provide for the opportunity to plan as a team.

Teachers are encouraged to strategize with their peers when trying to solve instructional and/or behavior issues as they pertain to students.

CIMS coordinator avails himself to the staff to help in developing strategies and or specific curricular interventions for their students.

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

- 1) Every applicant's transcripts and certification areas are reviewed by the Human Resource Dept. and the principal.
- 2) Only highly qualified teachers are offered a contract.

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

Beginning Teacher Program activities: a) Cohort Trainings b) Workshops c) Visitation by mentor. These activities are designed to support the beginning teacher in acquiring the necessary skill for becoming a highly effective teacher.

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 school uses district adopted materials for all subject areas, along with district adopted pacing guides.

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

We use Fair, Ontrack, Discovery education, and Benchmark test data to make instructional decisions for RtI, and Title I tutoring groups. Earobics is available for use with the primary students, and students that are significantly academically behind. We use Read 180, and Achieve 3000, Waterford, and PWI Impact for H.S. students. All students have IEP's, 504's, or education plans that specifically target their educational needs. The data ascertained from these instructional tools provides direction for academic intervention, and differentiated instruction. The majority of our students receive small group, direct instruction. With the plethora of data gathered, materials and programs implemented, student's need are met with a variety of meaningful strategies.

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: Summer Program

Minutes added to school year: 3,840

Intensive interventions in comprehension, phonics, and fluency building.

Strategy Rationale

To improve student's reading skills, so that they can improve their scores on all standardized assessments.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Zofnas, Scott, zofnassi@gm.sbac.edu

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

Weekly probes and tests.

Strategy: Extended School Year

Minutes added to school year: 3,840

Credit retrieval for core academics courses for middle and high school students.

Strategy Rationale

Students need the credits to graduate from middle school to high school; and students need specific credits to graduate high school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Britton, Candace , brittocj@gm.sbac.edu

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

Completion of credits to be applied toward graduation and/or promotion to high school..

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

Not applicable

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

Each student's schedule is created to insure the student is receiving the coursework they are capable of doing, which will lead them toward the ultimate goal of graduation. It may be via a standard diploma, a special diploma, or a certificate of completion, depending on each individual's needs. These needs are determined by the IEP committee which includes the student, parents, and educators. Additionally, each student has a transition IEP with post secondary and education and employment goals. Transition agencies are invited to attend these meetings with parent/student consent.

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

These courses are implemented as needed, based on individual student needs. When students enroll in our school, they actively create their schedule with the guidance counselor and CRT, to ensure they understand the goals they will be working towards, with graduation the ultimate goal of school completion. Additionally, each student has a transition IEP with post secondary and education and employment goals.

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

No data available

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

No data available

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase to 25%, students scoring at the proficiency level on standardized reading and math assessments.

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 to 25%, students scoring at the proficiency level on standardized reading and math assessments. 1a

G040975

Targets Supported 1b

Indicator	Annual Target
Teachers with advanced degrees	64.0

Resources Available to Support the Goal 2

- District approved reading probes FAIR Adopted curriculum remediation/intervention materials. Title I pull-out tutoring Certified Behavior Analyst Professional Development opportunities for staff

Targeted Barriers to Achieving the Goal 3

- All students have a history of frequent suspensions, and absenteeism from their home zoned schools due to severe behavior problems.

Plan to Monitor Progress Toward G1. 8

The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.

Person Responsible

Suzanne Keller

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.

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 to 25%, students scoring at the proficiency level on standardized reading and math assessments.

1

 **G040975**

G1.B3 All students have a history of frequent suspensions, and absenteeism from their home zoned schools due to severe behavior problems. **2**

 **B099379**

G1.B3.S2 Teach students to identify and manage their behaviors within the classroom setting, so that they can focus on making academic gains. Eventually teach students to manage their own behaviors so that they can be mainstreamed back into their home school settings. **4**

 **S110689**

Strategy Rationale

Increase instructional time, which in turn should help increase reading and math achievement scores.

Action Step 1 **5**

The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.

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

The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.

Person Responsible

Suzanne Keller

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.

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

The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.

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.B3.S2.A1	The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.		8/18/2014	Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.	6/5/2015 daily
G1.MA1	The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.	Keller, Suzanne	8/18/2014	Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				will be reintegrated back to their home zoned school.	
G1.B3.S2.MA1	The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.		8/18/2014	Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.	6/5/2015 daily
G1.B3.S2.MA1	The school wide Behavior Phase Level system will be used to collect data to be used for this strategy.	Keller, Suzanne	8/18/2014	Daily monitoring will be collected and documented in the computer, and graphed for ease of review. When student has met the exit criteria, they will be reintegrated back to their home zoned school.	6/5/2015 daily

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