Alachua Academy

2014-15 School Improvement Plan

Alachua Academy

3436 NE 39TH AVE STE 3, Gainesville, FL 32609

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

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
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

To deliver the very best education to each student, based on their academic needs assessment, cognitive style, of learning and student's potential for success.

Provide the school's vision statement

"You can't be what you can';t see"
The creation of clarity and purpose in all future endeavors, as dictated by self awareness and renewed plans and goals.

School Environment

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

Upon commitment, students are given a series of entry required transitional forms which are completed with the aid of designated personnel. Included in those documents is information regarding demographics,, previous enrollments, academic and career potential, etc. These data enable teachers to begin with at least a general knowledge regarding the committed student.

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

There are at least two Direct Care Counselors in each classroom with the teacher and aide at all times. This cadre of caregivers is there to insure that the learning process is continual and uninterrupted.

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 behavioral point system is primarily delivered, delineated and enforced by the facility. Teachers forward a points review to the shift supervisors who in turn forward it to the proper contact during treatment team. Volatile situations are handled by trained PAR (Protective Action Response) staff, forthwith.
Discipline regarding SWDs is given based on FAPE/IDEA (part B) mandates.

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

The school does not hire counselors because the facility has it's own clinical-social-emotional team of counselors. Mentors are volunteers from various walks of life. Periodically, we have volunteers from U.F. Dept.

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 of the above plus frequent school transfers, primarily in elementary, sometimes 5,6 different schools within the same system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Enrollment in this facility is an indication that most of these interventions have been tried prior to commitment.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Annual Career Day, Parent Open House, Treatment Team weekly conference calls, Teacher conferences, Literary Festivals, prearranged lunch visits, regularly scheduled parent/guardian visits. The fact that we are a school in a DJJ facility is indicative of no parent/guardian active involvement insude the facility.

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 limited student mobility, speakers, workshop presenters, performances from the Arts, career demonstrations, mentoring volunteers, providers of information and resources beneficial to the girls are

invited to share their expertise, experiences, and expressions. The community is very forthcoming with their eagerness to help, we just needed to ask. Whatr a revelation!!

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
Vallery, Madelyn	Principal

Duties

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

Teachers are a certified, highly qualified, unified professional organization. Each teacher delivers his/ her content based on student's needs assessment as dictated by statewide testing results, transcript information and teacher - made instruments. They meet on a weekly basis with principal. They collaborate regarding concerns in and out of the immediate realm of academia. They are loyal, focused and understanding of the environment in which they serve.

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 primary process used by the administration in identifying and aligning available resources is primarily one of collaboration, inclusion and decisiveness. Personnel is selected via an initial interview with the principal. If the principal feels the interviewee is a possibility for employment, he/she is interviewed by the team, without principal. Team gives recommendation to principal, principal then shares comments with team. Usually, upon agreement, interviewee is/is not hired. Additional, supportive team building begins again.
Teachers have opportunities to discuss and share before, during, and after school hours, the pitfalls, triumphs, curricular challenges, frustrations and trials of the day. Wholesome communication regarding every aspect of the school day inclusive of, but not limited to: teaching methodologies, lesson plans, technological/hard copy learning strategies, and the latest in staff development opportunities.
Federal funds from Title I Part D are released to CFO who in turn notifies the principal the availability of funds. Principal meets with staff to determine how these funds will be spent. pre-approval forms are filled out and approved by the program director, purchasing, based on Title I guidelines commences. The areas of greatest need based on faculty consensus, are addressed first.Inventory of all resources is maintain at the local facilikty and at the District Office.

School Advisory Council (SAC)

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

Name	Stakeholder Group
NA - Work in progress	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

NA

Development of this school improvement plan

NA

Preparation of the school's annual budget and plan

NA

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

NA

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

NA

Literacy Leadership Team (LLT)

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

Name	Title

Duties

Describe how the LLT promotes literacy within the school

NA: Work in 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

"We're All In This Together" So, together, we plan, lunch, meet. We apply the T.E.A.M. approach to everything that's student driven. THERE IS NO "i" IN TEAM!

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

Recruitment is through advertising, work centers, job fairs, word-of-mouth, community bulletin boards, etc.

Development: Welcome them to the TEAM and all its benefits allow for new input

Treat them like the professionals they are. Pay them, at least, a competitive salary. Show them that their profession is the backbone of every successful individual in the nation,

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

Mentoring happens intrateam only. Due to our restrictions and small staff, mentoring is faced with many constraints.

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

Many of the students come to us far below grade level.Based on transcript data, standard assessments and teacher created informal evaluations,teachers use common core instruction programs and materials to engage students in building and applying knowledge.Lessons are designed to build academic stamina, while bringing students up to appropriate grade level.

Individual schedules are designed to satisfy individual student needs.

Direct instructional strategies include teacher presentations, discussions, debate, questions/answers. Writing prompts give students the opportunity to "empty their box". This is good practice and great therapy.

Teachers keep a very close watch on core instructional standards. Reading coach is very instrumental in helping to keep teachers on track and abreast of latest materials that would be beneficial to our students.

Individual schedules are created to satisfy individual student needs.Students are enrolled in classes necessary to meet general education standards or to earn credits toward their high school diploma.

Ed Options, FLVS and GED Prep are computer generated programs that motivate our students to do more expeditiously. On average, with a maxium population of 24 girls, 8-10 girls receive their GED per year. Since beginning the program in 2009, approximately 48 girls have received their GED Diploma.

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

Our students come from all over the state. Some have not been in school for months/years prior to being adjudicated to this facility. Many are repeat offenders. Needless to say, most are not interested in school initially. They have seen and experienced too much failure. So, we need to have them see that the education path they are about to tread upon is really a game changer.

Girls who are so far behind their cohorts, prepare for the GED. Girls who want to earn credits toward their

high school diploma find that EdOptions and FLVS bring them closer to their goals.. However in many other cases, the effectiveness of direct instruction is something that was so far removed from their memory

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

Strategy: Extended School Day
Minutes added to school year:

NA

Strategy Rationale

NA

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

NA

Student Transition and Readiness

PreK-12 Transition

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

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

Records requested from most previous placement, curriculum established based on analysis of transcript, latest standardized test scores, grades, entry assessment, IEP/504/OCR mandates.
IAP is administered to ascertain students', future plans, career goals and special interests as they relate to hobbies, creativity, social and emotional short/long term goals. samples of student's work.
ENTRY/EXIT dates
This is the information that follows the student to their next placement in addition to credits, grades, promotions, graduations earned and GEDs conferred at Alachua Academy.

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

This is a work in progress. Due to the lack of mobility, we are constantly looking for programs that are willing to interface with our DJJ mandates and constraints. We have established a working relationship with the dual enrollment program at Santa Fe College. However, we have very few students, from Alachua County, who are eligible. A few students have received the Food Handler's Certification as a result of working with the kitchen supervisor. Also several students earned the SAFE STAFF Contracted Food Safety Provider certification from the Florida Restaurant & Lodging Association.
Plans are in the works for greater involvement with local agencies and the CTI - Career Technical Institute for greater career/academic collaboration

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

Work in progress.

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

Work in progress

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

School not listed.