

Simon Youth Found Acad At Outlet Mktpfce



2014-15 School Improvement Plan

Simon Youth Found Acad At Outlet Mktplce

5253 INTERNATIONAL DR STE B4/B5, Orlando, FL 32819

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Alternative Education's mission is to lead students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful student in the nation. Alternative Education develops competent, literate citizens, who can attain success in a competitive world by taking ownership for personal goal setting and achieving college and/or career readiness skills.

School Environment

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

AE learns about students' cultures and builds positive relationships through student surveys, student/teacher data discussions, parent/student interviews, team building activities, maintaining a collaborative environment and celebrating cultural days.

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

AE creates a safe and respectful environment by using a positive behavior support system. Safety training videos are viewed by teachers, students and staff. Character education also promotes positive behavior and teaches respect.

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

AE uses strategies and clear class rules to set behavioral expectations, minimize distractions and keep students engaged. In addition, we review the OCPS Code of Student Conduct quarterly, and the deans conduct training for teachers on our behavior management system.

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

AE provides academic counseling, IEPs, 504 plans, and instruction on social life skills. Sites collaborate with their host agencies for mental health support, where available. AE utilizes SAFE and community resources such as employers for collaborative interaction to support workplace skills as they relate to academic skills. Our BETA site supports students in maintaining academic achievement, as well as learning to be a parent. A2S sites provide daily character education.

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

Alternative Education watches the following four indicators to provide early warning signs of student needs:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	9	15	22	21	18	17	105
One or more suspensions	0	2	4	5	5	6	7	29
Course failure in ELA or Math	0	8	11	6	4	4	0	33
Level 1 on statewide assessment	5	15	16	16	16	7	4	79

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	5	6	8	6	4	36

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

Alternative Education intervention strategies include after school tutoring, child study team for attendance, MTSS, data discussions with students, progress monitoring, use of the FCIM process, credit retrieval, and double block reading.

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

To build positive relationships with families, Alternative Education Centers take four steps:

1. Ensure parental awareness of school events/initiatives through various media (i.e., notices sent home with student, telephone contact, email, notices mailed, and newsletters sent home)
2. Create a flexible meeting schedule for parent conferences in order to accommodate parent work schedules and other conflicts
3. Employ regular teacher communication with parents regarding student behavior, academic strengths, and areas which may need improvement
4. Sponsor parent nights, in order to share information and establish one-on-one communication between parents and teachers.

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

Alternative Education builds partnerships through Partners in Education, the School Advisory Committee, the cooperative agreement with host agencies, direct community contact, guest speakers, Junior Achievement, Teach-In, education advocacy, home visits, Children's Cabinet, Expectation Graduation, mentorship programs, Job Connection, employment opportunities, and other vocational services.

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
McCray, Ima	Assistant Principal
Middleton, Beverly	Assistant Principal
Toffoli, Dan	Assistant Principal
Lebron, Maribel	Assistant Principal
Tovine, William	Principal
Williams, Deborah	Other

Duties

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

The leadership team meets weekly to share decision making for all school sites. To track and guide student progress, the leadership team uses the CIM model to analyze data, determine needs, implement interventions and accelerations, and adjust instruction as necessary. The leadership team engages in a monthly data cycle including a monthly meeting of representatives of all sites with administrators and instructional coaches, MTSS meetings at each site, and weekly individual student data discussions. Site representatives bring data on all student SIP goals to the Principal's Data Meeting monthly. The team evaluates data on reading, math, science, and writing performance for each student, analyzing strengths and weaknesses. An intervention plan to target weaknesses is developed to include specific instructional methods and assessments. Individual leadership team members monitor the progress of students at their sites on a weekly basis, and the team as a whole reviews progress

toward SIP goals monthly. If interventions are not effective, the team problem-solves and develops an amended intervention plan for the student.

Teacher capacity SIP goals are tracked through coaches' reflective logs in which they record coaching and observation data by goal. Coaches also collect data on teacher capacity goals from lead teachers and bring the data to monthly coaches' meetings, where the CIM process is applied. Administrators then review the results of the coaches' meetings, and apply the CIM process in an administrative meeting.

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

As associated with the district's mission, vision, and goals, Alternative Education's school leadership ensures achievement of all students by setting clear goals and purposes, using evidence-based perspectives. These purposes help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Resources are aligned with priorities by clearly defining what Alternative Education intends to accomplish, developing an instructional model appropriate to the school and district goal, establishing non-negotiable goals for achievement and instruction, and organizing resources in a way to support the instructional model and improve student learning.

Alternative Education's school leadership coordinates supplemental services that support student achievement through collaboration with the district office. Entitlements from the No Child Left Behind Act (NCLB), such as Title I Part A and set-asides, which allow school leadership to invests continuously in improving instructional effectiveness through hiring supplemental positions to support Title I Part D programs, before/after school tutoring, job training, materials and supplies. Title II, Part A funding helps with professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or at-risk/high needs classification such as homeless services (Title X), who qualify under the McKinney-Vento Act. These programs are primarily managed by an Assistant Principal through the Title I Part A Compliance and Data Managers, and are monitored internally on a weekly basis. Meetings occur twice monthly and inventory of materials are tracked through a monitored system.

Alternative Education's school leadership promotes continuous use of multiple resources to increase ideas for problem-solving techniques. Examples are the development of character education embedded into the curriculum; project-based learning to pique students' interests; and maximizing academic time to support learning (i.e. remedial support) to improve overall academic performance in students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
William Tovine	Principal
Lamont Lofton	Business/Community
Terri Medus	Teacher
Bill Young	Business/Community
Oswaldo Laracuenta	Education Support Employee
Janis Joslin Foskitt	Business/Community
Barbara Kemp	Education Support Employee
Elizabeth Morales	Education Support Employee
Shronda Granger	Teacher
Deborah Johnson	Teacher
Yatonda Ball	Teacher
Ruiz Shivratten	Teacher
Todd Johnsonn	Business/Community
Larry Eason	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

SAC members review overall data from the previous year's School Improvement Plan. A subcommittee then meets and brings suggestions to the table for the following year's plan. The SAC committee as a whole participates in the development of the plan.

Development of this school improvement plan

The SAC committee was an integral part of the development and approval of this SIP. SAC members were divided into subcommittees for data review and goal setting for the SIP.

Preparation of the school's annual budget and plan

The SAC committee meets with the Principal to ensure proper spending of the school improvement funds and the general school budget.

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

Reading Budget: Substitutes for teachers to attend professional development \$2000.00
 Mathematics Budget Substitutes for teachers to attend professional development \$1000.00
 Science Budget: Supplies and substitutes for teachers to attend professional development \$3000.00
 Writing Budget: Substitutes for teachers to attend professional development \$1000.00
 Stem Budget; Substitutes for teachers to attend professional development \$1000.00
 Mini Grants to support attainment of teacher highly qualified status \$2000.00
 Misc. \$3000.00

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
Wiedman, Janet	Instructional Coach
Schwartz, Peggy	Instructional Coach
Schwartz, Mary Jo	Instructional Coach
Medus, Terri	Instructional Coach
Starr, Charnetta	Instructional Coach
Morris, Carla	Instructional Coach
Young, Tammye	Instructional Coach
Giltz, Carole	Teacher, ESE
Granger, Shronda	Instructional Coach
Ball, Yatonda	Teacher, K-12
Middleton, Beverly	Assistant Principal
Butts, Renee	Dean
Coley, Sandra	Dean
Tovine, William	Principal
Hardman, Tiffany	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team convenes weekly to plan, monitor/adjust, evaluate, and address school-based issues and activities.

Instructional coaches promote literacy by spending a minimum of 50% of their time in classrooms, during which they model instruction, observe instruction, and hold reflective conversations. They research and guide implementation of curriculum, assessment, and intervention approaches which are scientifically based. They help to interpret student data, and they assist teachers with implementation of differentiated instruction. They also maintain reflective logs, which record data on implementation of SIP teacher-capacity goals by instructional staff, meet monthly to analyze the data, and make staff development recommendations through the CIM process.

The assistant principal oversees the implementation of the principal's and district's vision and mission. He or she also ensures that effective school-based strategies and interventions are implemented, documented, and continuously monitored to address the diverse needs of all students. Additionally, the assistant principal guides and supports the school-based leadership team to determine professional development needs. Finally, he or she develops a partnership with all shareholders to communicate site-based plans and activities.

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

AE encourages collaborative planning and instruction through Professional Learning Communities (PLCs); the use of Edmodo and Safari Montage to enable easy communication between teachers at separate sites; and curriculum rounds, in which the API, Curriculum Resource Teacher, and site coaches visit sites regularly to encourage and promote collaboration while providing instructional support.

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

Alternative Education seeks to recruit, develop, and retain highly qualified, certified-in-field, effective teachers by:

1. Providing professional learning and coaching support on site;
2. Providing resources to assist teachers in acquiring multiple certifications that are needed to be highly qualified at Alternative Education;
3. Seeking teachers with multiple certifications;
4. Offering extensive professional learning which assists teachers to renew certifications;
5. Providing a Mentor-Mentee program for beginning teachers and as instructional support for out-of-field teachers;
6. Including active input from teachers in the school decision making process.

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

The following activities are implemented for teachers that require mentoring: observations and feedback, biweekly mentoring meetings, coaching and modeling lessons with the use of thinking maps, technology, data discussions and differentiated instruction. Mentees are paired with mentors who are experienced and skillful classroom teacher. AE teachers need a wide range of certifications. The instructional coach and site administrators provide certification study materials and monitor teachers' progress in passing certification exams.

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 district has a rigorous adoption process that analyzes the correlation between core program materials and Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. To ensure alignment to Florida's standards, Alternative Education follows the OCPS scope and sequence, measurement topic plans, and district-adopted curriculum and materials, into all instruction. The school monitors alignment through lesson plan checks and classroom observations.

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

Alternative Education implements a comprehensive Florida Continuous Improvement Model data analysis cycle, including weekly monitoring of student achievement and of the efficacy of intervention

strategies, followed by actions to improve instruction. Teachers conduct weekly data discussions with students. The principal conducts monthly data meetings to determine student progress and to act accordingly. Differentiation occurs through the use of a rotational model during class and by setting aside time for interventions outside of class.

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: 9,000

Summer school provides opportunities to earn credits toward graduation.

Strategy Rationale

Alternative Education students are traditionally below grade level and behind in credits.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lebron, Maribel, maribel.lebron@ocps.net

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

Data collected includes data student grades and credit retrieval completions to determine student progress toward graduation.

Strategy: After School Program

Minutes added to school year: 1,350

Alternative Education provides night school opportunities to earn credits toward graduation.

Strategy Rationale

Night school is designed to assist students to succeed by providing additional academic support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lebron, Maribel, maribel.lebron@ocps.net

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

Data collected includes data resource forms, student grades, credit retrieval completions, CTE certifications, and attendance. Data is analyzed through the CIM data cycle process.

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

Based on students' Pupil Progression Plan, counselors advise students on the academic courses relative to their specific grade level and cohort year. A course checklist designed to track course completion is completed during student enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned the Florida State Standards and assessments. When called for by IDEA standards, counselors identify differentiated delivery of services based on student need. Each student is given opportunities to discuss his or her academic plan, along with his or her future interests, in order for counselors to create an overall individual graduation plan.

Guidance counselors provide a framework as outlined in the Comprehensive Developmental Guidance Program which begins in 6th grade. This framework prepares students with career and academic planning goals, along with social and emotional connections. Parents/guardians contribute to the process. These career and academic goals are tracked each year and finalized before the end of the second semester of students' 8th grade year.

By the time students are in 9th, 10th, and 11th grades, counselors provide guidelines and curricula that will enable students to complete individual graduation plans. These plans are intended to successfully prepare them for a seamless transition to relevant employment, further training, or post-secondary study by their senior year. The framework of the guidance program shows relevance to the students' goals by meeting the core and elective requirements for qualifications as defined by the Florida's Bright Future's Scholarship program.

School guidance counselors offer an additional support system of opportunities for students to attend before or after-school tutoring, character development, career training, and/or credit recovery as a result of their individual graduation/academic plan.

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

School counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School counselors meet with students both in small groups and individually to discuss future plans, investigate careers, post secondary requirements, and help students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. To advance college and career awareness, a variety of topics are emphasized at each grade level, to offer a more meaningful course of study to students.

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

Many Alternative Education students complete the Ready to Work Initiative. Industry Certification in Hospitality is a study option offered to eligible students.

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

Counselors help students develop an individual graduation plan that takes into account the students' interests as well as educational and career plans. At the time of enrollment, many students are scheduled for a vocational course to prepare them with appropriate training to be competitive in the workforce. Applied and integrated courses give students the exposure to relevant relationships

between academic and career/technical subjects that would link to their future endeavors. Students are presented with a variety of career clusters as aligned with the Career and Technical Education program and the Florida Department of Education. This helps students to discover their interests and passion, and empowers them to make a good career choice. Alternative Education offers CIW, Information Technology, and Hospitality to students that are eligible. Some students are given an interest inventory to guide the provision of additional training, knowledge, and skills. A partnership and relationship is built with community employers to support students seeking employment.

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

To measure student skills needed for college, all OCPS 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests, and are exposed to and encouraged to apply for the various scholarships available to them.

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.** With the implementation of an effective monitoring system for attendance, student attendance and achievement will increase.

- G2.** Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas

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. With the implementation of an effective monitoring system for attendance, student attendance and achievement will increase. 1a

G045479

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	28.8
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Social worker
- Attendance reports from EDW
- Child study team
- Guidance Counselors
- City bus passes

Targeted Barriers to Achieving the Goal 3

- Currently no systematic way of monitoring student attendance

Plan to Monitor Progress Toward G1. 8

Attendance reports, grades and other student achievement data will be examined for progress

Person Responsible

Shronda Granger

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Attendance reports, grades, student achievement data, and intervention plan results

G2. Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas **1a**

G045480

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	1.0
AMO Reading - All Students	
Attendance Below 90%	28.8
Algebra I EOC Pass Rate	18.0

Resources Available to Support the Goal **2**

- Literacy Leadership Team, math coaches, reading coaches, deliberate practice process, curriculum instructional rounds

Targeted Barriers to Achieving the Goal **3**

- Teachers lack understanding of Instructional Framework
- Teachers lack understanding of standards

Plan to Monitor Progress Toward G2. **8**

Administrator will monitor iObservation feedback, feedback from instructional rounds, feedback from professional development

Person Responsible

Beverly Middleton

Schedule

Monthly, from 9/17/2014 to 6/12/2015

Evidence of Completion

iObservation feedback, feedback from instructional rounds, feedback from professional development

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. With the implementation of an effective monitoring system for attendance, student attendance and achievement will increase. **1**

 G045479

G1.B1 Currently no systematic way of monitoring student attendance **2**

 B112352

G1.B1.S1 Attendance reports will be examined to monitor attendance **4**

 S123722

Strategy Rationale

Students cannot learn unless they are in school

Action Step 1 **5**

Attendance clerk will print attendance reports each month

Person Responsible

Shronda Granger

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Attendance reports

Action Step 2 5

Attendance reports will be analyzed to identify students with ten (10) or more absences

Person Responsible

Shronda Granger

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

List of students with >10 absences

Action Step 3 5

Child study team will meet to discuss identified students

Person Responsible

Shronda Granger

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Child Study Team notes and agendas

Action Step 4 5

Students with attendance issues will be contacted by guidance counselor and social worker

Person Responsible

Shronda Granger

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Counselor and Social Worker call and visitation logs

Action Step 5 5

Child Study Team will identify root cause of individual student attendance issues and create a plan for wraparound services to improve attendance. Team will continue to monitor attendance and change intervention if needed.

Person Responsible

Shronda Granger

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Individual attendance support plans

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

Administrators will monitor attendance reports, Child Study Team notes, and attendance intervention plans.

Person Responsible

Beverly Middleton

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Attendance reports, Child Study Team notes, intervention plans

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

Administrator will analyze monthly attendance reports, grades and achievement data of all students, and targeted students to determine effectiveness.

Person Responsible

Beverly Middleton

Schedule

Monthly, from 12/1/2014 to 6/12/2015


Evidence of Completion

Attendance reports, student grades and other achievement data


G2. Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas **1**

 G045480

G2.B1 Teachers lack understanding of Instructional Framework **2**

 B112353

G2.B1.S1 Provide professional development and support implementation of Instructional Framework **4**

 S123724

Strategy Rationale

Teachers must understand how Instrucitonal Framework improves instruction and student achievement

Action Step 1 **5**

Provide staff development on Instructional Framework

Person Responsible

Beverly Middleton

Schedule

On 6/12/2015

Evidence of Completion

Training attendance records, exit slips

Action Step 2 **5**

Provide follow up support at school sites through modeling, observation, and curriculum instructional rounds

Person Responsible

Beverly Middleton

Schedule

Weekly, from 9/2/2014 to 6/12/2015

Evidence of Completion

Coaching Logs, lead teacher anecdotal records, administrative observations, curriculum round notes

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

Administrator will facilitate professional development, monitor lesson plans, coaches log, and participate in instructional rounds. iObservation data will be monitored for improved instruction.

Person Responsible

Beverly Middleton

Schedule

Monthly, from 9/17/2014 to 6/12/2015

Evidence of Completion

Coaching logs, curriculum round notes, iObservation data, professional development agenda.

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

Administrator will analyze feedback provided by instructional rounds and iObservation

Person Responsible

Beverly Middleton


Schedule

Monthly, from 9/17/2014 to 6/12/2015


Evidence of Completion

iObservation data, comments and instructional rounds feedback

G2.B2 Teachers lack understanding of standards 2

 B142121

G2.B2.S1 Teachers will be provided professional develop on deconstructing standards 4

 S156795

Strategy Rationale

Teachers need to understand the standards in order to effectively plan and deliver instruction.

Action Step 1 5

Provide professional development on deconstructing standards and planning/delivering rigorous lesson/activities

Person Responsible

Beverly Middleton

Schedule

Every 2 Months, from 12/8/2014 to 6/1/2015

Evidence of Completion

Agenda and attendance rosters

Action Step 2 5

Adminstrators will monitor standards-based instruction during informal and formal observations

Person Responsible

Beverly Middleton

Schedule

On 6/1/2015

Evidence of Completion

iObservation data reports

Action Step 3 5

Administrators will provide feedback to teachers regarding standards-based instruction and rigorous lessons/activities

Person Responsible

Beverly Middleton

Schedule

On 6/1/2015

Evidence of Completion

iObservation reports, comments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrator will facilitate professional development, monitor iObservation reports, lesson plans

Person Responsible

Beverly Middleton

Schedule

Every 2 Months, from 12/1/2014 to 6/1/2015

Evidence of Completion

Professional development attendance, iObservation reports and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrator will analyze iobservation data and lesson plans

Person Responsible

Beverly Middleton

Schedule

Every 2 Months, from 12/1/2014 to 6/1/2015

Evidence of Completion

iObservation reports

Appendix 1: Implementation Timeline

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

Orange - 0041 - Simon Youth Found Acad At Outlet Mktplce - 2014-15 SIP

Simon Youth Found Acad At Outlet Mktplce

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	Attendance clerk will print attendance reports each month	Granger, Shronda	12/1/2014	Attendance reports	6/1/2015 monthly
G2.B1.S1.A1	Provide staff development on Instructional Framework	Middleton, Beverly	9/17/2014	Training attendance records, exit slips	6/12/2015 one-time
G2.B2.S1.A1	Provide professional development on deconstructing standards and planning/delivering rigorous lesson/ activities	Middleton, Beverly	12/8/2014	Agenda and attendance rosters	6/1/2015 every-2-months
G1.B1.S1.A2	Attendance reports will be analyzed to identify students with ten (10) or more absences	Granger, Shronda	12/1/2014	List of students with >10 absences	6/1/2015 monthly
G2.B1.S1.A2	Provide follow up support at school sites through modeling, observation, and curriculum instructional rounds	Middleton, Beverly	9/2/2014	Coaching Logs, lead teacher anecdotal records, administrative observations, curriculum round notes	6/12/2015 weekly
G2.B2.S1.A2	Adminstrators will monitor standards-based instruction during informal and formal observations	Middleton, Beverly	12/1/2014	iObservation data reports	6/1/2015 one-time
G1.B1.S1.A3	Child study team will meet to discuss identified students	Granger, Shronda	12/1/2014	Child Study Team notes and agendas	6/1/2015 monthly
G2.B2.S1.A3	Administrators will provide feedback to teachers regarding standards-based instruction and rigorous lessons/ activities	Middleton, Beverly	12/1/2014	iObservation reports, comments	6/1/2015 one-time
G1.B1.S1.A4	Students with attendance issues will be contacted by guidance counselor and social worker	Granger, Shronda	12/1/2014	Counselor and Social Worker call and visitation logs	6/1/2015 monthly
G1.B1.S1.A5	Child Study Team will identify root cause of individual student attendance issues and create a plan for wraparound services to improve attendance. Team will continue to monitor attendance and change intervention if needed.	Granger, Shronda	12/1/2014	Individual attendance support plans	6/1/2015 monthly
G1.MA1	Attendance reports, grades and other student achievement data will be examined for progress	Granger, Shronda	12/1/2014	Attendance reports, grades, student achievement data, and intervention plan results	6/1/2015 monthly
G1.B1.S1.MA1	Administrator will analyze monthly attendance reports, grades and achievement data of all students, and targeted students to determine effectiveness.	Middleton, Beverly	12/1/2014	Attendance reports, student grades and other achievement data	6/12/2015 monthly
G1.B1.S1.MA1	Administrators will monitor attendance reports, Child Study Team notes, and attendance intervention plans.	Middleton, Beverly	12/1/2014	Attendance reports, Child Study Team notes, intervention plans	6/1/2015 monthly
G2.MA1	Administrator will monitor iObservation feedback, feedback from instructional rounds, feedback from professional development	Middleton, Beverly	9/17/2014	iObservation feedback, feedback from instructional rounds, feedback from professional development	6/12/2015 monthly
G2.B1.S1.MA1	Administrator will analyze feedback provided by instructional rounds and iObservation	Middleton, Beverly	9/17/2014	iObservation data, comments and instructional rounds feedback	6/12/2015 monthly
G2.B1.S1.MA1	Administrator will facilitate professional development, monitor lesson plans, coaches log, and participate in instructional rounds. iObservation data will be monitored for improved instruction.	Middleton, Beverly	9/17/2014	Coaching logs, curriculum round notes, iObservation data, professional development agenda.	6/12/2015 monthly
G2.B2.S1.MA1	Administrator will analyze iobservation data and lesson plans	Middleton, Beverly	12/1/2014	iObservation reports	6/1/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Administrator will facilitate professional development, monitor iObservation reports, lesson plans	Middleton, Beverly	12/1/2014	Professional development attendance, iObservation reports and lesson plans	6/1/2015 every-2-months

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.

G2. Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas

G2.B1 Teachers lack understanding of Instructional Framework

G2.B1.S1 Provide professional development and support implementation of Instructional Framework

PD Opportunity 1

Provide staff development on Instructional Framework

Facilitator

Janet Wiedman

Participants

Faculty

Schedule

On 6/12/2015

PD Opportunity 2

Provide follow up support at school sites through modeling, observation, and curriculum instructional rounds

Facilitator

Janet Wiedman

Participants

Faculty

Schedule

Weekly, from 9/2/2014 to 6/12/2015

G2.B2 Teachers lack understanding of standards

G2.B2.S1 Teachers will be provided professional develop on deconstructing standards

PD Opportunity 1

Provide professional development on deconstructing standards and planning/delivering rigorous lesson/activities

Facilitator

Beverly Middleton

Participants

Teachers

Schedule

Every 2 Months, from 12/8/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: With the implementation of an effective monitoring system for attendance, student attendance and achievement will increase.	3,500
Goal 2: Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas	4,200
Grand Total	7,700

Goal 1: With the implementation of an effective monitoring system for attendance, student attendance and achievement will increase.

Description	Source	Total
B1.S1.A1 - Purchase of planners	School Improvement Funds	3,500
Total Goal 1		3,500

Goal 2: Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas

Description	Source	Total
B1.S1.A1 - Coverage of substitute teachers	Title II	2,200
B1.S1.A2	General Fund	2,000
Total Goal 2		4,200