

Halifax Behavioral Services



2014-15 School Improvement Plan

Halifax Behavioral Services

841 JIMMY ANN DR, Daytona Beach, FL 32117

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Volusia 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

Our program's mission is to provide our students with the technology tools, digital materials and instructor interaction necessary to support engaging instruction with the goal of creating a student-centric system that accelerates learning toward college and career readiness.

Provide the school's vision statement

Our vision is to unify the way of work for all online learning stakeholders to contribute to student success with online assessments, digital instructional materials and acceleration toward graduation.

School Environment

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

Mentoring and teacher-student interaction are the foundation upon which this program establishes and maintains positive relationships between teachers and students in the program. Pre-admittance interviews followed up with an orientation are used to build rapport and understand the students' individually.

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

Program leadership, along with all teachers, provide effective monitoring of student progress and interaction throughout the school day. Through this interaction, students have access to adults to express any concerns. Counselors conduct data analysis to determine when any situation requires immediate intervention.

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

All protocols for disciplinary incidents are established within the program's handbook/program of study. Each course establishes behavioral expectations in an online environment within the welcome letter and throughout all interactions. All misconduct is handled immediately with minimal interruption to course instruction.

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

All students are screened quarterly for behavioral and social-emotional issues through the electronic reports issued by the program. Through the screening, the program is able to disaggregate data to determine if individual students, teachers, or courses would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel provide direct and indirect evidence-based supports to students identified through the screening measure.

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 program regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- * Unweighted GPA (at risk if below 2.0)
- * Over age for grade
- * Office Discipline Referrals (at risk if 2 or more)
- * Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
- * Year to date suspensions (at risk if 1 or more)
- * Number of prior retentions (at risk if 1 or more)
- * Level 1 score on the statewide, standardized assessments indicators are identified in the Early Warning System report.

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the program's counselor and the parent is invited so that the individual interventions can be developed and monitored.

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

N/A

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

The program builds and sustains partnerships with the local community by holding such events as: Family Registrations, Student Interviews, and Exit Interviews.

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
Carr, Melissa	Principal
Chandler, Cassie	Assistant Principal

Duties

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

The leadership team identifies program needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Literacy Leadership Team). As the program's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the leadership team serves as a liaison between the leadership team and the rest of the program.

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

Personnel: The program has a leadership team consisting of the coordinator and program specialists. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and approved by our district and our program's leadership team. Departments meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and program are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our math and language arts teachers will be implementing the new Florida Standards this year. They will be supported by our district and our instructional specialist. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and program leadership work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students.

School leadership meets weekly, and SAC meets 4 times per school year.

Problem solving activities

The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools).

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mark Leary	Business/Community
Anne Conway	Business/Community
Dale Daniele	Education Support Employee
Tim Blowers	Parent
Melissa Carr	Principal
Greg Bartholomew	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

In order to begin evaluating the effectiveness of last year's school improvement plan, our leadership team met to engage in Step Zero. Our leadership team then shared the results with the faculty, as well as the School Advisory Counsel, to receive input.

Development of this school improvement plan

The SAC reviews and assists with monitoring program-wide data and provides input on priorities, goals, and strategies.

Preparation of the school's annual budget and plan

The annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the budget, spending, and progress indicators are shared at the monthly SAC meetings.

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

N/A This program is not eligible for school improvement funds.

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
Chandler, Cassie	Assistant Principal
Carr, Melissa	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) identifies resources (both materials and personnel) to determine the continuum of literacy supports available to students. The LLT meets regularly. The focus this year will be support for teachers during the implementation of curriculum-wide writing. The LLT has always been dedicated to providing a variety of literacy-building opportunities in all courses.

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

Professional Learning Communities (PLCs) and instructional coaching are critical practices to help build positive, collaborative relationships among teachers. When necessary, PLCs make a recommendation for students to be reviewed and assisted by our leadership team. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The PLC infrastructure also ensures that teachers have the structure and time to provide feedback.

Instructional coaching assists with teacher collaboration and professional development and play a significant part in designing instruction to meet student needs and encouraging the collaborative process. Administrative walk thrus also provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly to talk about what trends are being seen. This process also provides opportunities to identify exemplary teachers for the purpose of helping peers.

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

1. Leadership Opportunities (Administration)
2. Professional Development (Leadership Teams)
3. PLC Activities (PLCs)
4. Participation in District Job Fair and Recruitment Activities (Administration)
5. Teacher recognition programs (Administration)
6. New Teacher Programs: District E3, Individualized PD, mentors (Administration)

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

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

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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

Teachers participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers create targeted instruction interventions during PLCs. Students requiring intensive remediation receive additional support from mentors. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Early Warning System (EWS) or leadership team. Additionally, meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-thrus provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly to talk about what trends are being seen. This process also provides opportunities to identify exemplary teachers.

This program also utilizes a response to intervention plan consisting of levels of intervention depending on the individual needs of students.

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

Strategy: Extended School Year

Minutes added to school year: 0

By nature and definition of delivering content through a virtual platform, students are able to access curriculum any time, any where, any place and complete courses at their own pace including after the traditional school year comes to an end.

Strategy Rationale

Personalizing learning by allowing students to learn at their own pace can help students to own their learning and result in increased achievement gains.

Strategy Purpose(s)

- Core Academic Instruction

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

Progress monitoring data is used to determine the success of individual students.

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

The transition between middle and high school is improved with the addition of summer remediation programs to allow students the opportunity to enter high school with their cohort. Mentoring sessions help to stimulate and nurture students and occur periodically throughout the year on an as-needed basis to help struggling students as well as addressing both academic and personal growth areas.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The program offers students elective courses in technology, drama, theater, and career study. Many of these courses focus on job skills. Every year, students are given the option to choose courses based on individual student needs. Parents are encouraged to participate in the course selection process as well and final course selections are sent home for parent's signature.

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

A variety of career and technical education programs are available to assist students in acquiring industry skills. This program will be pursuing industry certifications this year in an effort to further assist students in acquiring these skills.

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

Curriculum is integrated in order to provide career and technical education with academic courses. The incorporation of this integrated curriculum includes an exploration of a subject, theme, interest, or career area. Integrated curriculum meshes relevant CTE courses with rigorous academic core material in order to break down barriers between subjects and make learning more meaningful.

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

Data from the High School Feedback Report is available through from 2004-2012 at <http://data.fldoe.org/readiness/>

In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and/or initiatives that are used at the school and district level:

- * Advanced Placement
- * AVID
- * Career and Technical Education Classes
- * Dual Enrollment
- * College Expo and TransitionFair
- * College Tours and College Rep Visits
- * High School Showcase
- * Making College Count Programs
- * Making High School Count Programs

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.** Personnel will individualize instruction for all students in order to increase student outcomes and prepare them for on-time graduation at their school of enrollment.

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. Personnel will individualize instruction for all students in order to increase student outcomes and prepare them for on-time graduation at their school of enrollment. 1a

G047579

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- School data provided District Accountability Office, ELA: Gradual Release strategy, Social Studies: Document Based Questions, Science: Inquiry to Support, FS Math: Standards for Mathematical Practice and MARS tasks, Special Areas and Electives: Relevant Applications Ongoing Professional Development, Webb's Depth of Knowledge, Implementation of new Learning Management System, Rolling enrollments to provide just-in-time support for credit recovery and a detailed Response to Intervention plan.

Targeted Barriers to Achieving the Goal 3

- The challenges of working with students who come from low SES backgrounds that negatively impact student engagement. Students come with a variety of learning gaps and gains as well as levels of motivation.

Plan to Monitor Progress Toward G1. 8

Progress monitoring spreadsheets and evidence of student work and individualization strategies

Person Responsible

Amy Blowers

Schedule

Quarterly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Progress monitoring spreadsheets and evidence of student work and individualization strategies

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. Personnel will individualize instruction for all students in order to increase student outcomes and prepare them for on-time graduation at their school of enrollment. **1**

 G047579

G1.B1 The challenges of working with students who come from low SES backgrounds that negatively impact student engagement. Students come with a variety of learning gaps and gains as well as levels of motivation. **2**

 B118428

G1.B1.S1 Individual counseling, goal setting for each student and concrete steps to achieve their goals. Progress monitoring performed by the student and supported by the teachers. Educating students on the scoring system of state testing, ACT, SAT, or ASVAB. Using rubrics with students to guide in all content areas. Frequent formative assessments and students self-assessments. **4**

 S130196

Strategy Rationale

Action Step 1 **5**

Progress monitoring of student learning will indicate where individualization needs to occur. Students and teachers will maintain records of students' goals and incorporate those goals into the individualization used. Intrinsic motivation will be instilled within each student as they progress in the course or program. This will also include Early Release Professional Development days, the utilization of an Introduction to Moodle course for training, the E3 district program, and all course building support training for teachers.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Progress monitoring spreadsheets, evidence of student work and individualization strategies

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

Progress monitoring spreadsheets will be monitored by teachers and the leadership team

Person Responsible

Melissa Carr

Schedule

Quarterly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Progress monitoring spreadsheets and evidence of student work and individualization strategies

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

Progress monitoring spreadsheets will be reviewed by the teacher and leadership team

Person Responsible

Melissa Carr

Schedule

Quarterly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Progress monitoring spreadsheets and evidence of student work and individualization strategies

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Progress monitoring of student learning will indicate where individualization needs to occur. Students and teachers will maintain records of students' goals and incorporate those goals into the individualization used. Intrinsic motivation will be instilled within each student as they progress in the course or program. This will also include Early Release Professional Development days, the utilization of an Introduction to Moodle course for training, the E3 district program, and all course building support training for teachers.		8/25/2014	Progress monitoring spreadsheets, evidence of student work and individualization strategies	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Progress monitoring spreadsheets and evidence of student work and individualization strategies	Blowers, Amy	8/25/2014	Progress monitoring spreadsheets and evidence of student work and individualization strategies	6/3/2015 quarterly
G1.B1.S1.MA1	Progress monitoring spreadsheets will be reviewed by the teacher and leadership team	Carr, Melissa	8/25/2014	Progress monitoring spreadsheets and evidence of student work and individualization strategies	6/3/2015 quarterly
G1.B1.S1.MA1	Progress monitoring spreadsheets will be monitored by teachers and the leadership team	Carr, Melissa	8/25/2014	Progress monitoring spreadsheets and evidence of student work and individualization strategies	6/3/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Personnel will individualize instruction for all students in order to increase student outcomes and prepare them for on-time graduation at their school of enrollment.

G1.B1 The challenges of working with students who come from low SES backgrounds that negatively impact student engagement. Students come with a variety of learning gaps and gains as well as levels of motivation.

G1.B1.S1 Individual counseling, goal setting for each student and concrete steps to achieve their goals. Progress monitoring performed by the student and supported by the teachers. Educating students on the scoring system of state testing, ACT, SAT, or ASVAB. Using rubrics with students to guide in all content areas. Frequent formative assessments and students self-assessments.

PD Opportunity 1

Progress monitoring of student learning will indicate where individualization needs to occur. Students and teachers will maintain records of students' goals and incorporate those goals into the individualization used. Intrinsic motivation will be instilled within each student as they progress in the course or program. This will also include Early Release Professional Development days, the utilization of an Introduction to Moodle course for training, the E3 district program, and all course building support training for teachers.

Facilitator

Amy Blowers

Participants

All teachers

Schedule

Weekly, from 8/25/2014 to 6/3/2015