

Emerald Coast Career Institute N

500 ALABAMA ST, Crestview, FL 32536

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School 4-12	No	60%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	40%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Okaloosa 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Emerald Coast Career Institute N

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

We are committed to improving academic achievement in an alternative setting that provides a unique variety on instructional style and strategies.

We are committed to providing every student with an opportunity to succeed academically, personally and socially through a partnership of and among students, teachers, administrators, parents and community members.

b. Provide the school's vision statement

Fast Track North faculty and staff, in cooperation with families and the community, will ensure that each student will have the opportunity to reach his or her best personal potential in life. The school will provide the resources needed for each individual student's academic success.

2. School Environment

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

The school has parent conferences throughout the year. The school provides registration packets to each of the students which has to be turned into the school at the beginning of the year. Teachers conduct individual conferences with students on a monthly basis. Teachers also conduct conferences with parents on a quarterly basis. The administrator conducts individual student conferences on a monthly basis and quarterly parent conferences. The students, parents and teachers participate in Open Houses during the school year.

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

The school creates an environment where the students feel safe and respected by having a closed campus where no one has access without permission. The faculty and staff have an open line of communication with the students and parents so that they feel comfortable talking about critical issues. The students and teachers are involved in one-on-one instruction. The school has a School Resource Officer available, if needed.

c. 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 school has a behavior system in place to minimize distractions. The school has a small class size so that there are less distractions during the day. The teachers have a school wide behavior plan and are consistent with enforcing the plan, as well as with the consequences of the plan. The teachers participate in Professional Development and faculty meetings to discuss and review expectations.

d. 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 teachers are available to privately conference with the students, if necessary. The school will provide a mentor for students who are in need of these services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Letters are sent to parents when students miss 5, 9 and 15 days of school per semester. Monthly progress reports are sent home about the student's behavior, course grades and attendance. Daily letters and/or phone calls are made to parents when a student has a behavior and/or attendance issue. The parents receive a letter for all suspensions. The parents receive yearly assessment scores when they become available.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	9	0	4	6	1	20
One or more suspensions	0	0	0	0	0	0	0	0	1	0	3	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	6	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	6	0	2	0	0	8

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

Parent conferences are scheduled three times during the year. The teachers send home monthly progress reports with each student, which includes Edgenuity progress and student behavior. The administrator will meet with the students a minimum of four times per year to discuss their academic goals. Students work at an accelerated pace on the Edgenuity program to recover credits needed to be promoted. All ESE students have accommodations, as stated in their IEP or 504 Plan.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parents will be included in the development and implementation of Fast Track North's Title 1 Plan by attending SAC meetings, as needed IEP Conferences and responding to Title 1 surveys. Procedures for selecting members of SAC are by school wide requests for parents to serve on the SAC committee; ballots sent to each parent in the school by way of back pack for parents to vote. SAC tallies votes and releases names with majority votes. Letters are sent home for the parents to know the names of SAC members. At the above mentioned meetings and on the parent survey, parents are given opportunities to make revisions and or suggestions regarding how funds will be used, as well as programs to offer for more parental involvement. Parent input of changes to be made to the Title 1 plan and/or activities therein are documented in the SAC minutes and minutes sent to Title 1 contact. For IEP conferences, parents are given the opportunity to meet with teachers before, during or after school to discuss student achievement and or deficits. This option reinforces the ability of staff to work effectively with parents to meet the needs of all of the children. Our parents are offered times to meet with teachers and the principal between the hours of 6:45 a.m. and 2:00 p.m. five days per week.

2. 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 school enlists community businesses to guest lecture the students and discuss career opportunities that are available to them within the community. The community businesses donate rewards for the student's academic success.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rickmon, Nicole	Assistant Principal
Mankowich, Tracy	Teacher, K-12
Skanes, Crystal	Teacher, K-12
Imboden, Catherine	Teacher, K-12
Aucoin, Patricia	Teacher, K-12

b. Duties

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

The school based Leadership Team is made by the following people:
Staffing Specialist- Assist in student data collection, ensure proper integration of core instruction, activities and materials into Tier 3 instruction and collaborates with general education teachers.
General Education teachers - Provides information and monitors Edgenuity progress.
Assistant Principal - Participate in collection, interpretation and analysis of data, assist General Ed

teachers in the development of intervention plans, provides support for intervention, and provides professional and technical assistance.

2. 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 school-based Leadership Team will meet monthly to discuss student progress through the Edgenuity curriculum.

After carefully examining the educational and social needs of all students in the school, as well as the programs and/or funding currently in place to support those needs, a description of the following programs will be addressed.

Title I, Part A

Title 1 funds allow for for needed supplies to support instruction.

Title I, Part C- Migrant

The district migrant liaison provides services, support and resources to eligible students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met.

Title X- Homeless

We provide the Back Pack Program for these students which allow for additional food throughout the year. Also, families identified as homeless on Student Residency Information forms are contacted by the district's Title X Liaison and provided information regarding housing resources and services available.

Supplemental Academic Instruction (SAI)

Funds are used to partially purchase a position and for materials and supplies to support instruction.

Violence Prevention Programs

Bullying prevention materials have been provided by the Okaloosa District (OCSD) for use in elementary, and middle school. The district's Bullying Prevention and Intervention Policy are state-approved and incorporated into student and staff handbooks. Resource Officers are available in the county to deliver programs within classroom and schools.

Nutrition Programs

The Back Pack Program allows for additional food to be sent home weekly with these students throughout the year. OCSD School Board has approved a wellness initiative which includes a focus on nutrition.

Housing Programs

Resources regarding housing and support services are provided through the district's Title X liaison.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debbie Griffith	Business/Community
Tracy Mankowich	Teacher
Nicole Rickmon	Principal
Warren Griffith	Business/Community
Crystal Skanes	Teacher
Trevor Nelson	Student
Sandi Parker	Parent
Zaquan Toles	Student
Monique Gonzalez	Student
Eric Thames	Parent
Rita Gray	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Leadership Team met with the School Advisory Council (SAC) and principal to help develop and revise the SIP. The team provided data on Tier 3 academic and social/emotional areas that needed to be re-addressed; clear expectations for instruction (Rigor, Relevance, Relationship); the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligning processes and procedures.

b. Development of this school improvement plan

The Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier 3 academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

c. Preparation of the school's annual budget and plan

Fast Track North does not have an annual budget because it is a Project.

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

We do not have any funds that have been allocated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mankowich, Tracy	Teacher, K-12
Rickmon, Nicole	Assistant Principal
Imboden, Catherine	Teacher, K-12
Skanes, Crystal	Teacher, K-12
Aucoin, Patricia	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Effectively implement Professional Learning Communities (PLC), specifically focusing on the students in the lowest 25-30% so that they may progress this school year. The LLT will specifically target the Vocabulary and Literary Analysis testing categories.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Daily Collegial discussions
Collaboration Planning
Mentoring new teachers
Teachers working together to create a flexible schedule
Established support system

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

On-going presentations to educate students at area colleges, partnering new teachers with veteran staff, partnering with area colleges for placement of intern, practicum, and observations. All first year teachers are assigned a mentor, and the district offers support through the Beginning Educator's Assistance Program.

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

Common planning time to go over data and concerns. New Teachers Monthly Meeting with Peer Mentor and planned times to observe veteran teachers classes. One on one meetings mentoring teachers. Scheduled professional development training to enhance their educational knowledge. The mentor and mentee meet weekly in a professional learning community to discuss evidenced-based strategies for effective instruction and behavior management techniques. The mentor and mentee are given release time to observe, provide feedback, coaching, and planning. Teachers that are new to our school and departments are paired with veteran teachers in that department.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core classes are provided on the Edgenuity platform. The Edgenuity platform is aligned with the Florida standards.

b. Instructional Strategies

1. 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

IEPs provide information to help teachers differentiate instruction and provides effective strategies to use with the students. The teachers use IEPs and 504 plans to meet the accommodations of the students.

2. 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:

Strategy Rationale

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The teachers and administration have introduction conferences with all of the students and parents. Phone calls are made to parents when students fall behind in their academics. Monthly progress reports for all credit recovery classes. The teachers encourage the students to become more responsible and self-reliant. The teachers and students work together to analyze student work samples. The teachers have established consistent behavior expectations and consequences.

b. College and Career Readiness

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

All students take the required core courses to catch up to their peers and return to their zoned schools.

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

N/A

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

N/A

4. 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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Teachers will use various forms of textbooks, curricular programs, and assistive technologies during class time to help students understand the instructional videos on Edgenuity, allowing for increased student performance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will use various forms of textbooks, curricular programs, and assistive technologies during class time to help students understand the instructional videos on Edgenuity, allowing for increased student performance. 1a

G092604

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	75.0

Targeted Barriers to Achieving the Goal 3

- 1. All students are behind in their academic progress. 2. Chronic absences impacts progress 3. Behavioral issues impede instruction time

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Edgenuity (E2020) 2. Textbooks 3. Educational Software 4. Educational Manipulatives 5. District Truancy Officer

Plan to Monitor Progress Toward G1. 8

Effectiveness of Edgenuity Instruction and teacher one-on-one conferencing

Person Responsible

Nicole Rickmon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Review of Edgenuity progress, class completions, and walk throughs

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. Teachers will use various forms of textbooks, curricular programs, and assistive technologies during class time to help students understand the instructional videos on Edgenuity, allowing for increased student performance. 1

G092604

G1.B1 1. All students are behind in their academic progress. 2. Chronic absences impacts progress 3. Behavioral issues impede instruction time 2

B248252

G1.B1.S1 Fast Track North School-Wide Behavioral Management System Training in behavior management techniques, positive behavioral interventions and supports, writing FBA/BIP's for classroom and school wide implementation. 4

S261592

Strategy Rationale

Action Step 1 5

Learning Communities

Person Responsible

Nicole Rickmon

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Reflection Logs

Action Step 2 5

Implement a Global Behavior Management System. (Responsible, Respectful, Safe)

Person Responsible

Tracy Mankowich

Schedule

Daily, from 8/10/2017 to 5/28/2018

Evidence of Completion

Lesson Plans, incident reports, individual classroom positive behavioral system, review of BIP's.

Action Step 3 5

Best Chance School-Wide Behavioral Management System Training in behavior management techniques, positive behavioral interventions and supports, writing FBA/BIP's for classroom and school wide implementation.

Person Responsible

Tracy Mankowich

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Workshop training documentation and evaluation of skills.

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

Monitor incident reports.

Person Responsible

Nicole Rickmon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Ongoing documentation Review BIP's

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

Review of incident reports

Person Responsible

Nicole Rickmon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

On-going

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M366270	Effectiveness of Edgenuity Instruction and teacher one-on-one conferencing	Rickmon, Nicole	8/10/2017	Review of Edgenuity progress, class completions, and walk throughs	5/25/2018 weekly
G1.B1.S1.MA1 M366268	Review of incident reports	Rickmon, Nicole	8/10/2017	On-going	5/25/2018 weekly
G1.B1.S1.MA1 M366269	Monitor incident reports.	Rickmon, Nicole	8/10/2017	Ongoing documentation Review BIP's	5/25/2018 weekly
G1.B1.S1.A3 A345024	Best Chance School-Wide Behavioral Management System Training in behavior management techniques,...	Mankowich, Tracy	8/10/2017	Workshop training documentation and evaluation of skills.	5/25/2018 monthly
G1.B1.S1.A1 A345022	Learning Communities	Rickmon, Nicole	8/10/2017	Reflection Logs	5/25/2018 monthly
G1.B1.S1.A2 A345023	Implement a Global Behavior Management System. (Responsible, Respectful, Safe)	Mankowich, Tracy	8/10/2017	Lesson Plans, incident reports, individual classroom positive behavioral system, review of BIP's.	5/28/2018 daily

V. Professional Development Opportunities

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

G1. Teachers will use various forms of textbooks, curricular programs, and assistive technologies during class time to help students understand the instructional videos on Edgenuity, allowing for increased student performance.

G1.B1 1. All students are behind in their academic progress. 2. Chronic absences impacts progress 3. Behavioral issues impede instruction time

G1.B1.S1 Fast Track North School-Wide Behavioral Management System Training in behavior management techniques, positive behavioral interventions and supports, writing FBA/BIP's for classroom and school wide implementation.

PD Opportunity 1

Learning Communities

Facilitator

Nicole Rickmon

Participants

Tracy Mankowich, Crystal Skanes, Catherine Imboden, Patricia Aucoin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

PD Opportunity 2

Best Chance School-Wide Behavioral Management System Training in behavior management techniques, positive behavioral interventions and supports, writing FBA/BIP's for classroom and school wide implementation.

Facilitator

Nicole Rickmon

Participants

Tracy Mankowich, Crystal Skanes, Catherine Imboden, Patricia Aucoin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Learning Communities	\$0.00
2	G1.B1.S1.A2	Implement a Global Behavior Management System. (Responsible, Respectful, Safe)	\$0.00
3	G1.B1.S1.A3	Best Chance School-Wide Behavioral Management System Training in behavior management techniques, positive behavioral interventions and supports, writing FBA/ BIP's for classroom and school wide implementation.	\$0.00
Total:			\$0.00