

The School District of Palm Beach County

# G Star School Of The Arts



2015-16 School Improvement Plan

## G Star School Of The Arts

2065 PRAIRIE RD BLDG J, West Palm Beach, FL 33406

[www.gstarschool.org](http://www.gstarschool.org)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	45%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	54%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

N/A

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of G-Star School of the Art's is to build an environment that promotes educational achievement, creativity, professionalism, and strength of character through a focus on both arts and academics.

##### **Provide the school's vision statement**

G-Star School of the Arts believes that through a tradition of artistic and academic excellence, G-Star School of the Arts will create an environment of superior guidance, scholarship, and achievement among our students to prepare them for future challenges.

#### School Environment

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

G-Star School of the Arts promotes and encourages diversity among students and within the teaching curriculum. G-Star School of the Art's school culture promotes appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09.

G-Star School of the Arts envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy. G-Star School of the Arts maintain this collaborative multi-cultural vision by providing students with various reading choices and activities in both core and the arts that provide multi-cultural examples. Through the careful crafting of curriculum, G-Star School of the arts provides students with examples of diversity.

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

G-Star School of the Arts primary focus is to provide an environment in which students can flourish academically and in the arts while developing their individual sense of self. To support this effort G-Star School of the Arts sponsors clubs that are appealing to varied interests and which provide peer support for students. All faculty at G-Star school of the Arts are trained in differentiated instruction and are part of supporting G-Star's zero tolerance towards bullying.

##### **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**

G-Star School of the Arts ensures that students, parents and educator alike are aware of the expectations of each group and from each group. Students are informed of their disciplinary and academic expectations through several mediums which include but are not limited to student handbook, student orientation, in class reminders and daily reminder every morning. New educators are trained through the New Educator Program provided through G-Star school and monitored by administration closely. All faculty members take additional training in items such as, classroom management, lesson planning, in-classroom discipline and are tested in their knowledge.



Through the usage of the Progressive Disciplinary Form G-Star School of the Arts faculty is able to proactively monitor and correct behavior to maintain a consistent learning environment.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

In addition to monitoring student behavior, G-Star school of the Arts provides students with guidance counselors that are able to provide basic counseling to students in need. If further counseling is needed, G-star School of the Arts utilizes the Crisis Team and District Professionals. G-Star School of the Arts sponsors clubs that are appealing to varied interests and which provide peer support for students.

In addition to these efforts G-Star School of the Arts provides students with access to peer support programs as well as safety and educational literature. Several classroom and offices provide students with a safe place and an open door policy where administration provides students opportunities to report any safety concerns.

**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**

G-Star School of the Arts utilize data systems to identify students who have attendance, behavioral or academic concerns. G-Star School has created a school base team and an attendance tracking system that regularly checks attendance patterns in order to identify students missing substantial educational time. Once a student is identified as having multiple unexplained absences the team recommends an intervention by administration and the RTI team. The RTI team monitors students and puts interventions in place for students academic and emotional well being.

**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
	9	10	11	12	
Attendance below 90 percent	13	23	8	16	60
One or more suspensions	8	13	10	6	37
Course failure in ELA or Math	50	61	75	46	232
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	27	16	11	9	63

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

G-Star School of the Arts uses a disciplinary progression report that allows students and teachers the opportunity to correct behavior and maximize educational opportunities in the classroom. The

Assistant Principal of Discipline in conjunction with the guidance team reaches out to students with continuous disciplinary issues to address any problems at home or in school that can be contributing factors for causing disciplinary issues at school. In the case of disciplinary issues at school, parents are notified through a letter for disciplinary issues that require in school service. Forms must be signed by the parents and students and return on the day of the school service.

All students at G-Star school are provided with the opportunities for tutoring during lunch and after-school at the request of the teacher or the student. Additionally G-star school provides students with access to software that enhances their educational experience. Such software includes but is not limited to; Reading Plus, My Access, EOC Online practice Test, Kahn academy and Algebra Nation.

## 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**

G-Star School of the Arts provides parents and students with a clear and open line of communication. Student's Handbook, found within the students planners, and G-Star School's website informs parents and students of the different procedures for the school as well as all the disciplinary expectations within the school. In addition to the school's website, G-Star uses a program called "Parentlink" which is used to communicate with parents via phone messages.

Teachers are required to communicate with the parents of students that are struggling in class in addition to updating Edline with any information that is pertinent to the student and the parent. Many teachers at G-Star school utilize other services such as, Remind 101 and google voice in order to maximize the lines of communication.

Parents are informed during Open Houses and Parent-Teacher Night of the various ways in which parents can contact a teacher with problems or concerns. Parents, as stakeholders in the educational structure, are welcome to contact teachers and administration at any time. Our PTA also has a Facebook page to update parents. G-star School has an online blog that is updated regularly with essential information for parents and students.

### **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**

G-Star encourages students and the faculty at large to participate in their respective communities actively. As part of the IB programe students are required to serve in the communities through the Creative, Action & Service initiative and students in the traditional program are required to provide at least 20 hours of community service. G-Star school also has alternative programs that engage students interest. These programs include but are not limited to: Clubs, National Honors Society and Student Government to name a few. Students in the IB programme spend considerable amount of time conducting activities for community involvement. Through the IB CAS (Creativity, Action, Service) students initiate activities with the purpose of impacting their communities while becoming world minded individuals.

## 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:

Name	Title
Collins, Kim	Principal
Alkobey, Elie	Assistant Principal
Blanton, Ryan	Assistant Principal
Martinez, Ismael	Assistant Principal
Hauptner, Gregory	Other

#### Duties

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

The Rtl/SBT team meet every third week of each month for the following activities:

- \* identify and support students with academic, emotional and behavioral concerns.
- \* discuss and develop intervention plans that addresses students' needs.

The Rtl/SBT team members also collaborate regularly through departmental meetings to discuss solutions, make decisions, and evaluate implementation of instruction/interventions for students.

Principal - Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; Conducts assessment of Rtl skills of school staff; Ensures implementation of intervention support and documentation; ensures adequate professional development to support Rtl implementation;

Guidance Counselor -Provide services and insights on students' academic, emotional, and behavioral issues.

Reading Coach – Develops, leads, and evaluates Reading program; Identifies research based reading intervention strategies; Identifies students needs; assist in the monitoring, data collection, and analysis of students that need interventions; Provide interventions to at-risk students; Design and deliver professional development training and coordinates professional development.

ESE Coordinator - Participates in student data collection; assist in the decision of further assessment; collaborates with teachers through facilitation or consultation.

Assistant Principal – Supports data-base decision making; ensures implementation of instruction/intervention; support Rtl implementation; Communicates with parents regarding school-based Rtl plans and activities

Ms. Hepburn - School nurse, works along administration in evaluating students.

***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***

Members of the Rtl Leadership team and department instructional leaders were included in the development of the School Improvement Plan. Post-school and Pre-school planning meetings were held to develop school's goals and strategies.

Activities included discussion of FSA and EOC results, the progress of the lowest 25%, meeting AYP and the progress of AYP subgroups.

Instructional strategies were also discussed and set expectations of instructions for the 2015-16 school year. The RtI team will collaborate to increase overall student achievement. The RtI leadership will utilize the previous and current data to provide the appropriate interventions throughout the school year.

The School Improvement Plan will become the document which guides the work of the RtI Leadership Team.

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Leach, April	Instructional Coach
Collins, Kim	Principal
Martinez, Ismael	Assistant Principal
Alkobey, Elie	Assistant Principal
Blanton, Ryan	Assistant Principal

#### Duties

##### *Describe how the LLT promotes literacy within the school*

The Literacy Leadership Team at G-Star School of the Arts is comprised of leaders in literacy. The Literacy Team is led by the following members:

- Kim Collins- Principal
- Ryan Blanton - Assistant Principal
- Ismael A. Martinez - Assistant Principal
- Elie Alkobey - Assistant Principal
- April Leach - Reading Coach
- Paola Branda- World Language Department: Instructional Leader
- Anthony Hoy - Social Studies Department Instructional Leader
- Robert McClory- Film & Digital Media Department Instructional Leader
- Guido Andrada - Mathematics Department Instructional Leader
- David Beckman - Mathematics Department Instructional Leader
- Kimberle Teper - PE/Health Department Instructional Leader
- Kristina Boss - Science Department Instructional Leaders
- Brian Egdecomb - Theater Department Instructional Leader
- Janice Webber English Department Instructional Leader
- Emily Snedeker English Department Instructional Leader

The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and Saturday clinics

#### 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**

G-Star School of the Arts provides educators with common planning opportunities that promote a collaborative environment for teachers and a greater understanding of the educational goals of the school among the academic teams.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration

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

In the educational world, the most important facet of sound faculty and hiring is recruitment. As with any company, personnel is vital, and the stakeholders involved in this practice now have many tools to help in the process. In using these tools, school districts can find the best personnel to fill the diverse needs of any district no matter where it may be located in the United States. In researching hiring practices, one common thread seems to occur: most districts are using the same methods regardless of location. Because of the technological explosion our county is experiencing now, one of the most common practices is internet hiring, prospective employees are able to access schools with just a short search of the web, and this makes the hiring process a less stressful experience for many applicants. A prospective applicant can find a job, fill out the application, take preliminary tests, submit resumes, and even have interviews via the internet. Because the internet is world wide many schools districts are recruiting from foreign countries such as Spain and the Philippines. All the vital information on the applicant is transmitted over the web; in many cases, the applicant is hired without leaving his/her native country. Once the applicant is hired, many school districts are paying for moving expenses.

([www.palmbeachschools.org](http://www.palmbeachschools.org))

Palm Beach County has five methods for alternative certification in Florida. the easiest way of course, is to have a degrees in education. If this is not the case, the person may have a bachelor's degrees and pass the subject areas test in the subject that is desired. Applicants must also hold a bachelor's degree and be eligible for a temporary certification or hold a state certification. The last is to pursue a career in a critical shortage area in the county. The main pre-requisite to all of these options is to have a bachelor's degree.

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

G-Star School of the Arts mentors new teachers through the ESP (Educator Support Program) which is managed by the reading coach, Dr. April Leach and Mr. Steven Weiss.

New teachers are mentored through the individual departments and are supervised by their instructional leaders.

World Language Department:

Paola Branda - Instructional Leader

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training

Social Studies Department

Anthony Hoy Instructional Leaders

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training

Film & Digital Media Department

Robert McClory Instructional Leader

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training

Mathematics Department

Guido Andrada & David Beckman - Instructional Leaders

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training

PE/Health Department

Kimberle Teper - Instructional Leader

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training  
Reading Department

Dr. April Leach - Instructional Leader

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training  
Science Department

Kristina Boss - Instructional Leader

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training  
Drama Department

Brian Edgecomb - Instructional Leader

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training  
English Department

Janice Webber - Emily Snedeker - Instructional Leaders

Paring Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training

## 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 faculty at G-Star School utilizes various resources to ensure that core instructional programs and materials are aligned with Florida's standards. G-Star School of the Arts creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Educators take advantage of common planning as well as professional development to expand on the knowledge needed to maintain high academic rigor.

#### 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***

Members of the Rtl Leadership team and department instructional leaders were included in the development of the School Improvement Plan. Post-school and Pre-school planning meetings were held to develop school's goals and strategies.

The Rtl leadership utilizes data from G-Star's accountability records to modify and assess changes in instructional materials and instruction. Additionally the Rtl team utilizes data from EOC, FCAT FSA, ACT, SAT, SRI and common assessments to track students progress and adjust educational goals.

***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:** Weekend Program

**Minutes added to school year:** 1,920

Saturday Classes offer FSA and EOC Classes in Reading, Algebra, Algebra II, Geometry, U.S. History, Biology and Writing.

Offer college readiness tutoring in preparation for ACT, SAT, IB and AP exams

**Strategy Rationale**

Provide students with additional help in preparing for major assessments. Students are able to take practice guided assessment and receive direct feedback.

**Strategy Purpose(s)**

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

**Person(s) responsible for monitoring implementation of the strategy**

Collins, Kim, kcollins@gstarschool.org

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

Data collected in the Saturday clinics will be used to evaluate the progress of each student, Additional tutoring will be available for students still needing assistance

**Strategy:** Extended School Day

**Minutes added to school year:** 4,500

In-School Lunch Tutoring

**Strategy Rationale**

Students are given 30 minutes daily for tutoring.

**Strategy Purpose(s)**

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

**Person(s) responsible for monitoring implementation of the strategy**

Collins, Kim, kcollins@gstarschool.org

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

Teachers and students use the data collected in these tutoring session for remediation purposes as well as to support educational goals.

**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***

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

## 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***

Students select courses according to their area of interest (Digital Media Film Production, Digital Media 3-D Animation Production, Drama, World Language, International Baccalaureate, and Advanced Placement). Each Spring, students complete a course selection form and obtain the appropriate teacher signatures for advanced courses. The selection form is sent home for parental review and signature. The completed form is returned to the school's guidance counselors for final approval.

College recruitment, film projects, art projects, area competitions are held throughout the school year. These experiences provide additional opportunities for the students in making future course and career decisions.

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

G-Star students are given the opportunity to take Digital Media Film Production, Digital Media 3-D Animation Production, Drama, World Language, International Baccalaureate (IB) and Advanced Placement courses. In these courses, students obtain real world experience and skills that are directly linked to their future careers. To strengthen the relationship among content, major, and future careers, interdisciplinary connections will be emphasized school-wide.

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

In order to prepare students for post-secondary studies and careers, the school has increased the rigor in its curriculum by increasing the participation in Honors, International Baccalaureate, and Advanced Placement courses. Students select courses through discussions and recommendations from teachers, parents, and guidance counselors. For students considering Advanced Placement and/or International Baccalaureate (IB) courses informational meetings and open house events are held with parents and students prior to enrollment in order to communicate the expectations of coursework. In conjunction with advanced courses, the school also offers curriculum in SAT/ACT Preparation, Career/College Research, and Financial Math. Additionally Industry Certification examinations expands on the mission of the school to provide well rounded industry training to our students.

College recruitment opportunities are scheduled on the school campus and the school district throughout the year to explore post-secondary opportunities.

### ***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***



G-Star School of the Arts provides incoming freshmen with a blended course on critical thinking taught by the members of the administrative team. This course prepares students for life as a high school student and in academic and social skills needed to be successful at the post-secondary level. G-Star School based team reviews and provides assistance to specific students as needed. Additionally after school, in-school lunch tutoring and Saturday clinics provide students with additional assistance.

G-Star School of the Arts counselors conduct classroom academic guidance and individual counseling sessions with students that provide support and guidance to students.

G-Star's faculty, which includes administration and guidance department, hold meetings with parents (i.e. parent academies) to explain their role in assisting students with college readiness.

## 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.** Increase the percentage of students achieving proficiency in ELA FSA by 3%
- G2.** Increase percentage of students achieving proficiency in the Math FSA - EOC by 3%
- G3.** Increase the number of student testing at proficient levels by 3% or maintaining proficiency if above 90% on the Biology & U.S. History EOC.
- G4.** Saturday Classes Goal: Continue to offer FSA and EOC Classes in Reading, Algebra I, Algebra II, Geometry, U.S History, Biology, and writing. Offer college readiness tutoring in preparation for ACT, SAT, IB and AP exams

## Strategic Goals Detail

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

**G1. Increase the percentage of students achieving proficiency in ELA FSA by 3%** 1a

G069739

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	3.0

**Resources Available to Support the Goal** 2

- My Access, Reading Plus, Saturday Clinics, Tutoring from language arts teachers.

**Targeted Barriers to Achieving the Goal** 3

- Students that do not read at grade level lack the opportunity to practice reading on a regular basis outside of the school campus.
- Students may not have the opportunity to encounter high level vocabulary outside of the school campus.

**Plan to Monitor Progress Toward G1.** 8

EDW reports on lowest 25% of the class, Classroom Walkthroughs, Common Assessment Data, Accountability Spreadsheet. FSA Reports from previous year.

**Person Responsible**

Ismael Martinez

**Schedule**

Biweekly, from 8/17/2015 to 6/1/2016

**Evidence of Completion**

Accountability Spreadsheet, FSA Scores, Common Assessment data.

**Plan to Monitor Progress Toward G1.** 8

Data from all Common Benchmark assessment will be used to adjust educational strategies.

**Person Responsible**

Elie Alkobey

**Schedule**

On 6/1/2016

**Evidence of Completion**

FSA EOC Scores, Common benchmark assessment data.

**G2. Increase percentage of students achieving proficiency in the Math FSA - EOC by 3%** 1a

G069740

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	3.0

**Resources Available to Support the Goal** 2

- Math Teachers make themselves available during lunch hours to assist any students not performing at the standard level The G-Star School Assessment Department created, in conjunction with the mathematics teachers, practice exams in Algebra I, Algebra II and Geometry. Students can use these resources to practice mathematical skills at home.

**Targeted Barriers to Achieving the Goal** 3

- Students do not practice the mathematical skills needed to perform better in class and in the Math FSA Assessment outside of the school campus.
- Students do not have the opportunity to practice/ Struggling students are unable to understand the material outside of the school campus.

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

Teachers utilize the data gathered by the different assessments tools and will adjust educational strategies.

**Person Responsible**

Ismael Martinez

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

**Evidence of Completion**

Teachers will utilize the data gathered by the different assessment tools and will adjust educational material and teaching strategies as needed.

**G3.** Increase the number of student testing at proficient levels by 3% or maintaining proficiency if above 90% on the Biology & U.S. History EOC. 1a

G069741

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	3.0
U.S. History EOC Pass	3.0

**Resources Available to Support the Goal** 2

- Biology Essential Lab Coordination, Saturday Clinics
- Lunch tutoring, U.S History EOC online practice exam, Saturday Clinics

**Targeted Barriers to Achieving the Goal** 3

- Biology: Students difficulty in comprehension of complex scientific vocabulary and concepts and hand-on experience with subject matter.
- U.S History: Student are unable to practice using similar questions found on the EOC test

**Plan to Monitor Progress Toward G3.** 8

Biology: Students will take common assessments for the target benchmarks and tutoring offered for those that need additional review. The benchmark data will be utilized to adjust instructional strategies

**Person Responsible**

Ismael Martinez

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

**Evidence of Completion**

Accountability spreadsheet will determine low 25% of class and whole class data for specific benchmarks.

**Plan to Monitor Progress Toward G3.** 8

U.S History: Students will take common assessments for the target benchmarks and tutoring offered for those that need additional review. The benchmark data will be utilized to adjust instructional strategies

**Person Responsible**

Ismael Martinez

**Schedule**

On 6/1/2016

**Evidence of Completion**

Lesson Plans displaying changes due to benchmark assessment data.

**G4. Saturday Classes Goal:** Continue to offer FSA and EOC Classes in Reading, Algebra I, Algebra II, Geometry, U.S History, Biology, and writing. Offer college readiness tutoring in preparation for ACT, SAT, IB and AP exams **1a**

G069742

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Bio I EOC Pass	89.0

**Resources Available to Support the Goal** **2**

- All Level 1 and 2 reading students will attend Saturday FSA Classes. All Algebra and Geometry students will attend Saturday Math FSA Classes. Twenty percent of 11th and 12th graders will attend Saturday SAT, ACT, and AP classes.

**Targeted Barriers to Achieving the Goal** **3**

- Some students are unable to receive additional help in FSA, EOC or other academic assessments.

**Plan to Monitor Progress Toward G4.** **8**

Data collected in the Saturday clinics will be used to evaluate the progress of each student, Additional tutoring will be available for students still needing assistance.

**Person Responsible**

Kim Collins

**Schedule**

Monthly, from 2/1/2016 to 5/31/2016

**Evidence of Completion**

Common Benchmark Assessments, Scores on Palm Beach Performance Assessments & FSA EOC exams.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase the percentage of students achieving proficiency in ELA FSA by 3% **1**

 G069739

**G1.B1** Students that do not read at grade level lack the opportunity to practice reading on a regular basis outside of the school campus. **2**

 B181429

**G1.B1.S1** Students will receive Time Reading practice in their core area subjects. **4**

 S192963

### Strategy Rationale

Teachers will continuously evaluate student reading comprehension through guided reading in class as well as evaluative questions.

### Action Step 1 **5**

Students will receive daily guided reading practice in their core area subjects

#### Person Responsible

April Leach

#### Schedule

Monthly, from 8/17/2015 to 6/1/2016

#### Evidence of Completion

Common Benchmark Assessments, Accountability Spreadsheet, Classroom Walk through.

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

Classroom Walkthroughs, Common planning discussions and accountability spreadsheets.

**Person Responsible**

Ismael Martinez

**Schedule**

On 6/1/2016

***Evidence of Completion***

Common assessments, FSA EOC assessments.

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

Classroom walkthroughs, Informal & formal observations, Accountability Spreadsheet.

**Person Responsible**

Ismael Martinez

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

***Evidence of Completion***

Common Benchmark Assessments & Accountability Spreadsheet.



**G1.B2** Students may not have the opportunity to encounter high level vocabulary outside of the school campus. 2

 B181430

**G1.B2.S1** Teachers will incorporate or increase vocabulary usage in core content areas via word walls, flash cards, or other strategies and activities. 4

 S192964

### **Strategy Rationale**

Teachers create an environment in which new vocabulary is constantly introduced and implemented in the learning process.

### **Action Step 1** 5

Teachers will incorporate more opportunities for students to build their vocabulary.

#### **Person Responsible**

April Leach

#### **Schedule**

Monthly, from 8/17/2015 to 6/1/2016

#### ***Evidence of Completion***

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Teachers and student monitor performance and progress of weekly assessments.

#### **Person Responsible**

Elie Alkobey

#### **Schedule**

Monthly, from 8/17/2015 to 6/1/2016

#### ***Evidence of Completion***

Common Benchmark Assessments, FSA EOC scores and teacher made quizzes.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Student Common Benchmark Assessment results

**Person Responsible**

Elie Alkobey


**Schedule**

Monthly, from 8/17/2015 to 6/1/2016


**Evidence of Completion**

Teacher Created quizzes & Common benchmark assessments.

**G2. Increase percentage of students achieving proficiency in the Math FSA - EOC by 3% 1**

 G069740

**G2.B1** Students do not practice the mathematical skills needed to perform better in class and in the Math FSA Assessment outside of the school campus. 2

 B181431

**G2.B1.S1** Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies. 4

 S192965

**Strategy Rationale**

By making themselves available during lunch hours and by differentiating their lesson to the student's level, mathematics teachers are able to pin point struggling students and work with them separately.

**Action Step 1 5**

Math teachers will provide opportunities to assist students that are not performing at benchmark levels

**Person Responsible**

Ismael Martinez

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

**Evidence of Completion**

Common Benchmark Assessments, Math FSA EOC Scores, Accountability Spreadsheet.

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

Monitor Accountability Spreadsheet for Common Benchmark Assessment Information.

**Person Responsible**

Elie Alkobey

**Schedule**

On 6/1/2016

**Evidence of Completion**

Algebra I FSA EOC Scores, Algebra II FSA EOC Scores, Geometry FSA EOC Scores

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

Review Assessment data monthly to determine progress and adjust instructions as needed.  
Classroom Walkthroughs.

**Person Responsible**

Elie Alkobey

**Schedule**

On 6/1/2016

**Evidence of Completion**

Describe what evidence will be collected/used to demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness.

**G2.B2** Students do not have the opportunity to practice/ Struggling students are unable to understand the material outside of the school campus. 2

 B181432

**G2.B2.S1** Teachers will identify benchmarks deficiencies and provide additional practice through daily warm ups. 4

 S192966

### **Strategy Rationale**

Through the usage of guided daily warm ups teachers will be able to identify and differentiate learning for students that are not fully understanding the materials.

### **Action Step 1** 5

Teachers will provide guided practice of each benchmark through lesson plans, daily instruction and a variety of instructional strategies.

#### **Person Responsible**

Ismael Martinez

#### **Schedule**

Monthly, from 8/17/2015 to 6/1/2016

#### **Evidence of Completion**

Review Assessment data monthly to determine progress. Review diagnostics data and evaluate effectiveness of lesson and adjust instructions as needed. Classroom walkthroughs.

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

Review common assessment data, Review Diagnostic data, Evaluate effectiveness of lesson and adjust instructions as needed.

#### **Person Responsible**

Ismael Martinez

#### **Schedule**

Monthly, from 8/17/2015 to 6/1/2016

#### **Evidence of Completion**

Common Benchmark Assessments, Accountability Spreadsheet.

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

Common Benchmark Assessments, Accountability Spreadsheet, Classroom Walkthroughs.

**Person Responsible**

Ismael Martinez

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016


**Evidence of Completion**

Common Benchmark Assessment & Math FSA EOC Scores.


**G3.** Increase the number of student testing at proficient levels by 3% or maintaining proficiency if above 90% on the Biology & U.S. History EOC. 1

 G069741

**G3.B1** Biology: Students difficulty in comprehension of complex scientific vocabulary and concepts and hand-on experience with subject matter. 2

 B181433

**G3.B1.S1** All students will receive scheduled reading practice in comprehension & Teachers will incorporate more opportunities for students to build their vocabulary 4

 S192967

**Strategy Rationale**

Teachers will schedule reading practice and vocabulary building activities in order to build on the work of the ELA department and literacy. Additionally by placing new vocabulary in context students are able to utilize their new learn vocabulary and can perform better in standardized assessments.

**Action Step 1 5**

Low 25% of each class will be monitored in common assessments and will receive remediation in the classroom and be provided tutoring opportunities.

**Person Responsible**

Ismael Martinez

**Schedule**

On 6/1/2016

**Evidence of Completion**

Classroom teacher will collect common assessment and calculate the mean for the whole class and the low 25% of the class.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Classroom teachers will record common assessments in the accountability spreadsheet and provide remediation, if needed.

**Person Responsible**

Ismael Martinez

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

***Evidence of Completion***

The accountability spreadsheet will compare teachers from the same course. Students will be given the same common assessment.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Accountability spreadsheet and EDW will be utilized for data

**Person Responsible**

Ismael Martinez


**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

***Evidence of Completion***

Administration will monitor accountability spreadsheet to ensure data is being inputted. Effectiveness will be evaluated upon results of EOC and compare benchmarks tested to the spreadsheet.

**G3.B2** U.S History: Student are unable to practice using similar questions found on the EOC test **2**

 B181434

**G3.B2.S1** An online practice assessment was created to aid students in practicing the EOC exam. **4**

 S192968

### **Strategy Rationale**

By utilizing the online practice test, created by G-Star School, students will be able to constantly test their knowledge.

### **Action Step 1** **5**

An online practice assessment was created to aid students in practicing the EOC exam.

#### **Person Responsible**

Ismael Martinez

#### **Schedule**

Monthly, from 8/17/2015 to 6/1/2016

#### ***Evidence of Completion***

U.S History EOC Assesment.

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

Teachers will receive an email detailing each time a student takes the online practice exam

#### **Person Responsible**

Ismael Martinez

#### **Schedule**

Monthly, from 8/17/2015 to 6/1/2016

#### ***Evidence of Completion***

U.S. History EOC Assessment.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Students taking the Online Practice Exam need to receive an 80% in order to consider the student prepared for the U.S. History EOC

**Person Responsible**

Ismael Martinez

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

**Evidence of Completion**

U.S. History EOC Assessment.

**G4. Saturday Classes Goal:** Continue to offer FSA and EOC Classes in Reading, Algebra I, Algebra II, Geometry, U.S History, Biology, and writing. Offer college readiness tutoring in preparation for ACT, SAT, IB and AP exams **1**

 G069742

**G4.B1** Some students are unable to receive additional help in FSA, EOC or other academic assessments. **2**

 B181435

**G4.B1.S1** All Level 1 and 2 reading students will participate in Saturday FSA Classes. All Level 1 and 2 math students will participate in Saturday Math FSA Classes Modify Saturday bus routes **4**

 S192969

**Strategy Rationale**

Students struggling in various subjects can benefit from subject based and benchmark driven workshops designed to enhance student understanding.

**Action Step 1 5**

Plan and staff Saturday Workshops

**Person Responsible**

Kim Collins

**Schedule**

Biweekly, from 2/1/2016 to 5/31/2016

**Evidence of Completion**

Plan and implement Saturday FSA Classes with LLT and Math Instructional Leaders. Classroom observations and walkthroughs Mini Benchmark Assessments Palm Beach Performance Assessment Saturday Attendance Signing List



**Action Step 2** 5

Provide compensation for teachers that participate in the saturday clinics

**Person Responsible**

Kim Collins

**Schedule**

Biweekly, from 2/1/2016 to 5/31/2016

**Evidence of Completion**

Classroom observations and walkthroughs Saturday Attendance Sign-in List

**Action Step 3** 5

Training will be given in EDW (Educational Data Warehouse) in order to track students grades and progress

**Person Responsible**

April Leach

**Schedule**

Every 2 Months, from 8/17/2015 to 6/1/2016

**Evidence of Completion**

EDW Reports, Common planning meeting.

**Action Step 4** 5

School will develop an interdiciplinary plan for the purpose of unifying the learning process and utilizing resources for the success of students

**Person Responsible**

Kim Collins

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**Evidence of Completion**

Departmental binder.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Teachers will take attendance and keep track of the progress and work of students that attend the Saturday clinics

**Person Responsible**

Kim Collins

**Schedule**

On 5/31/2016

**Evidence of Completion**

Saturday clinics walkthroughs, Palm Beach Performance Scores, FSA EOC Results.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

level 1 and 2 students that attend the Saturday clinics will be assessed in their subject area classes and the data will be used to track the progress of the student.

**Person Responsible**

Kim Collins

**Schedule**

On 5/31/2016

**Evidence of Completion**

Attendance Sheets from Saturday clinics, Common benchmark assessments, Saturday clinics activities.

**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	Students will receive daily guided reading practice in their core area subjects	Leach, April	8/17/2015	Common Benchmark Assessments, Accountability Spreadsheet, Classroom Walk through.	6/1/2016 monthly
G1.B2.S1.A1	Teachers will incorporate more opportunities for students to build their vocabulary.	Leach, April	8/17/2015		6/1/2016 monthly
G2.B1.S1.A1	Math teachers will provide opportunities to assist students that are not performing at benchmark levels	Martinez, Ismael	8/17/2015	Common Benchmark Assessments, Math FSA EOC Scores, Accountability Spreadsheet.	6/1/2016 monthly
G2.B2.S1.A1	Teachers will provide guided practice of each benchmark through lesson	Martinez, Ismael	8/17/2015	Review Assessment data monthly to determine progress. Review diagnostics data and evaluate	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	plans, daily instruction and a variety of instructional strategies.			effectiveness of lesson and adjust instructions as needed. Classroom walkthroughs.	
G3.B1.S1.A1	Low 25% of each class will be monitored in common assessments and will receive remediation in the classroom and be provided tutoring opportunities.	Martinez, Ismael	8/17/2015	Classroom teacher will collect common assessment and calculate the mean for the whole class and the low 25% of the class.	6/1/2016 one-time
G3.B2.S1.A1	An online practice assessment was created to aid students in practicing the EOC exam.	Martinez, Ismael	8/17/2015	U.S History EOC Assesment.	6/1/2016 monthly
G4.B1.S1.A1	Plan and staff Saturday Workshops	Collins, Kim	2/1/2016	Plan and implement Saturday FSA Classes with LLT and Math Instructional Leaders. Classroom observations and walkthroughs Mini Benchmark Assessments Palm Beach Performance Assessment Saturday Attendance Signing List	5/31/2016 biweekly
G4.B1.S1.A2	Provide compensation for teachers that participate in the saturday clinics	Collins, Kim	2/1/2016	Classroom observations and walkthroughs Saturday Attendance Sign-in List	5/31/2016 biweekly
G4.B1.S1.A3	Training will be given in EDW (Educational Data Warehouse) in order to track students grades and progress	Leach, April	8/17/2015	EDW Reports, Common planning meeting.	6/1/2016 every-2-months
G4.B1.S1.A4	School will develop an interdiciplinary plan for the purpose of unifying the learning process and utilizing resources for the success of students	Collins, Kim	8/17/2015	Departmental binder.	5/31/2016 monthly
G1.MA1	EDW reports on lowest 25% of the class, Classroom Walkthroughs, Common Assessment Data, Accountability Spreadsheet. FSA Reports from previous year.	Martinez, Ismael	8/17/2015	Accountability Spreadsheet, FSA Scores, Common Assessment data.	6/1/2016 biweekly
G1.MA2	Data from all Common Benchmark assessment will be used to adjust educational strategies.	Alkobey, Elie	8/17/2015	FSA EOC Scores, Common benchmark assessment data.	6/1/2016 one-time
G1.B1.S1.MA1	Classroom walkthouhgs, Informal & formal observations, Accountability Spreadsheet.	Martinez, Ismael	8/17/2015	Common Benchmark Assessments & Accountability Spreadsheet.	6/1/2016 monthly
G1.B1.S1.MA1	Classroom Walkthroughs, Common planning discussions and accountability spreadsheets.	Martinez, Ismael	8/24/2015	Common assessments, FSA EOC assessments.	6/1/2016 one-time
G1.B2.S1.MA1	Student Common Benchmark Assessment results	Alkobey, Elie	8/17/2015	Teacher Created quizzes & Common benchmark assessments.	6/1/2016 monthly
G1.B2.S1.MA1	Teachers and student monitor performance and progress of weekly assessments.	Alkobey, Elie	8/17/2015	Common Benchmark Assessments, FSA EOC scores and teacher made quizzes.	6/1/2016 monthly
G2.MA1	Teachers utilize the data gathered by the different assessments tools and will adjust educational strategies.	Martinez, Ismael	8/17/2015	Teachers will utilize the data gathered by the different assessment tools and will adjust educational material and teaching strategies as needed.	6/1/2016 monthly
G2.B1.S1.MA1	Review Assessment data monthly to determine progress and adjust instructions as needed. Classroom Walkthroughs.	Alkobey, Elie	8/17/2015	Describe what evidence will be collected/used to demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness.	6/1/2016 one-time
G2.B1.S1.MA1	Monitor Accountability Spreadsheet for Common Benchmark Assessment Information.	Alkobey, Elie	8/17/2015	Algebra I FSA EOC Scores, Algebra II FSA EOC Scores, Geometry FSA EOC Scores	6/1/2016 one-time

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	Common Benchmark Assessments, Accountability Spreadsheet, Classroom Walkthroughs.	Martinez, Ismael	8/17/2015	Common Benchmark Assessment & Math FSA EOC Scores.	6/1/2016 monthly
G2.B2.S1.MA1	Review common assessment data, Review Diagnostic data, Evaluate effectiveness of lesson and adjust instructions as needed.	Martinez, Ismael	8/17/2015	Common Benchmark Assessments, Accountability Spreadsheet.	6/1/2016 monthly
G3.MA1	Biology: Students will take common assessments for the target benchmarks and tutoring offered for those that need additional review. The benchmark data will be utilized to adjust instructional strategies	Martinez, Ismael	8/17/2015	Accountability spreadsheet will determine low 25% of class and whole class data for specific benchmarks.	6/1/2016 monthly
G3.MA2	U.S History: Students will take common assessments for the target benchmarks and tutoring offered for those that need additional review. The benchmark data will be utilized to adjust instructional strategies	Martinez, Ismael	8/17/2015	Lesson Plans displaying changes due to benchmark assessment data.	6/1/2016 one-time
G3.B1.S1.MA1	Accountability spreadsheet and EDW will be utilized for data	Martinez, Ismael	8/17/2015	Administration will monitor accountability spreadsheet to ensure data is being inputted. Effectiveness will be evaluated upon results of EOC and compare benchmarks tested to the spreadsheet.	6/1/2016 monthly
G3.B1.S1.MA1	Classroom teachers will record common assessments in the accountability spreadsheet and provide remediation, if needed.	Martinez, Ismael	8/17/2015	The accountability spreadsheet will compare teachers from the same course. Students will be given the same common assessment.	6/1/2016 monthly
G3.B2.S1.MA1	Students taking the Online Practice Exam need to receive an 80% in order to consider the student prepared for the U.S. History EOC	Martinez, Ismael	8/17/2015	U.S. History EOC Assessment.	6/1/2016 monthly
G3.B2.S1.MA1	Teachers will receive an email detailing each time a student takes the online practice exam	Martinez, Ismael	8/17/2015	U.S. History EOC Assessment.	6/1/2016 monthly
G4.MA1	Data collected in the Saturday clinics will be used to evaluate the progress of each student, Additional tutoring will be available for students still needing assistance.	Collins, Kim	2/1/2016	Common Benchmark Assessments, Scores on Palm Beach Performance Assessments & FSA EOC exams.	5/31/2016 monthly
G4.B1.S1.MA1	level 1 and 2 students that attend the Saturday clinics will be assessed in their subject area classes and the data will be used to track the progress of the student.	Collins, Kim	2/1/2016	Attendance Sheets from Saturday clinics, Common benchmark assessments, Saturday clinics activities.	5/31/2016 one-time
G4.B1.S1.MA1	Teachers will take attendance and keep track of the progress and work of students that attend the Saturday clinics	Collins, Kim	2/1/2016	Saturday clinics walkthroughs, Palm Beach Performance Scores, FSA EOC Results.	5/31/2016 one-time

## 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.*

**G3.** Increase the number of student testing at proficient levels by 3% or maintaining proficiency if above 90% on the Biology & U.S. History EOC.

**G3.B1** Biology: Students difficulty in comprehension of complex scientific vocabulary and concepts and hand-on experience with subject matter.

**G3.B1.S1** All students will receive scheduled reading practice in comprehension & Teachers will incorporate more opportunities for students to build their vocabulary

### **PD Opportunity 1**

Low 25% of each class will be monitored in common assessments and will receive remediation in the classroom and be provided tutoring opportunities.

#### **Facilitator**

Dr. April Leach

#### **Participants**

Instructional Faculty.

#### **Schedule**

On 6/1/2016

**G4.** Saturday Classes Goal: Continue to offer FSA and EOC Classes in Reading, Algebra I, Algebra II, Geometry, U.S History, Biology, and writing. Offer college readiness tutoring in preparation for ACT, SAT, IB and AP exams

**G4.B1** Some students are unable to receive additional help in FSA, EOC or other academic assessments.

**G4.B1.S1** All Level 1 and 2 reading students will participate in Saturday FSA Classes. All Level 1 and 2 math students will participate in Saturday Math FSA Classes Modify Saturday bus routes

### **PD Opportunity 1**

Provide compensation for teachers that participate in the saturday clinics

#### **Facilitator**

Dr. April Leach

#### **Participants**

Instructional Faculty of FSA tested subjects & AP Classes.

#### **Schedule**

Biweekly, from 2/1/2016 to 5/31/2016

### **PD Opportunity 2**

Training will be given in EDW (Educational Data Warehouse) in order to track students grades and progress

#### **Facilitator**

EDW Trainer

#### **Participants**

All Instructional Staff

#### **Schedule**

Every 2 Months, from 8/17/2015 to 6/1/2016

**PD Opportunity 3**

School will develop an interdisciplinary plan for the purpose of unifying the learning process and utilizing resources for the success of students

**Facilitator**

Principal Assistant Principal Instructional Leaders

**Participants**

Instructional Staff

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Students will receive daily guided reading practice in their core area subjects	Budget Focus	Funding Source	FTE	2015-16
	Function	Object				
			3396 - G Star School Of The Arts	General Fund		\$4,300.00
<i>Notes: Reading Plus</i>						
2	G1.B2.S1.A1	Teachers will incorporate more opportunities for students to build their vocabulary.				\$10,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3396 - G Star School Of The Arts	General Fund		\$8,000.00
<i>Notes: MyAccess Software</i>						
			3396 - G Star School Of The Arts	General Fund		\$2,500.00
<i>Notes: Turnitin.com</i>						
3	G2.B1.S1.A1	Math teachers will provide opportunities to assist students that are not performing at benchmark levels				\$1,067.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3396 - G Star School Of The Arts	General Fund		\$300.00
<i>Notes: ISpring Software</i>						
			3396 - G Star School Of The Arts	General Fund		\$767.00
<i>Notes: Kuta Software</i>						
4	G2.B2.S1.A1	Teachers will provide guided practice of each benchmark through lesson plans, daily instruction and a variety of instructional strategies.				\$0.00
5	G3.B1.S1.A1	Low 25% of each class will be monitored in common assessments and will receive remediation in the classroom and be provided tutoring opportunities.				\$0.00
6	G3.B2.S1.A1	An online practice assessment was created to aid students in practicing the EOC exam.				\$0.00
7	G4.B1.S1.A1	Plan and staff Saturday Workshops				\$0.00
8	G4.B1.S1.A2	Provide compensation for teachers that participate in the saturday clinics				\$3,500.00



<b>Budget Data</b>						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$3,500.00
			<i>Notes: Compensation for teachers &amp; materials</i>			
<b>9</b>	<b>G4.B1.S1.A3</b>	<b>Training will be given in EDW (Educational Data Warehouse) in order to track students grades and progress</b>				<b>\$0.00</b>
<b>10</b>	<b>G4.B1.S1.A4</b>	<b>School will develop an interdisciplinary plan for the purpose of unifying the learning process and utilizing resources for the success of students</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$19,367.00</b>