

Palm Beach County Jail

3228 GUN CLUB RD, West Palm Beach, FL 33406

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Department of Educational Alternatives is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential, with the most effective staff, to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The Department of Educational Alternatives envisions a dynamic collaborative multicultural community, where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

School Environment

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

The School Counselor meets with each student and reviews the educational background of the student. A conversation is had with the student to inform them of educational decisions and the educational track that will be followed. The School Counselor meets with each student and reviews the educational background of the student. A conversation is had with the student to inform them of educational decisions and the educational track that will be followed.

The School Counselor is available to consult with educators on exhibiting behaviors that demonstrate value and respect for low expectancy students as expected in Marzano Design Question 9, Element 39: Demonstrating value and respect for all students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Teachers will embed cultural activities within curriculum and daily announcements recognizing events relating to a variety of cultures. Students watch CNN News for Students and discuss cultures from around the world in reading and/or social studies classes. Teachers will allot time during class for small group discussion(s) on a variety of cultures.

The school creates a single school culture for behavior and climate. School and facility rules and procedures are monitored.

The single school culture for academics focuses on the common belief that all children can and will learn with the appropriate instructional and social acceptance by staff. The climate of open discussion is encouraged and the school counselor and administrator are available for students to share concerns. Concerns are shared with staff on an individual and group format.

The school integrates Single School Culture by sharing the Universal Guidelines for Success, following the Behavioral Matrix, teaching expected behaviors, and communicating with parents/guardians. Action plans are updated during Learning Team Meetings. The school ensures an appreciation for multicultural diversity through the anti-bullying campaign, structured lessons, and implementation of SwPBS program.

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

The educational component of The Palm Beach County Jail (PBCSD) has clearly defined goals within the instructional environment. Staff develops positive teacher student relationships, a nurturing atmosphere, clear and consistent expectations for minor behaviors, routines, appropriate amounts of structure for specific situations/needs, and proactive interventions for minor challenges that will foster an environment that is conducive for learning. Therefore, the school is committed to creating a safe, fair and respectful environment of all diverse learners including those identified as having a disability.

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

As part of the school's behavior management system, teachers have implemented clear and concise rules, procedures and consequences for minor appropriate and inappropriate behaviors. Students receive counseling as needed. In addition, all staff have access to district training that will address behavior management and classroom environments. Furthermore, PBSO provides safety, security and supervision for all students in the facility. In the event of a major infraction (i.e. physical and verbal aggression) PBSO will maintain discipline and order. CHAMPS training was completed to provide support for teachers.

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

The school focuses on students' social-emotional needs. These efforts are accomplished by creating and maintaining positive teacher student relationships. Teachers support and openly communicate with the students regarding their needs. The Transition Counselor, Guidance counselor, PBSO Ed. Representative, Assistant Principal, ESE Coordinator and the PBCSD Family Counselor meet with students on a monthly basis to discuss their transition needs, academic and social-emotional needs. In addition, SWD with the need for individual/group counseling will be addressed through IEP.

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

Students are detained in a county Department of Corrections facility. All students entering PBSO are brought to SBT. Students are also referred to the School Based Team for a variety of Early Warning Indicators.

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
	7	8	9	10	11	12	
Attendance below 90 percent	1	1	5	10	9	0	26
One or more suspensions	1	3	6	7	10	3	30
Course failure in ELA or Math	1	8	15	6	17	6	53
Level 1 on statewide assessment	2	7	16	16	4	1	46

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	4	7	11	11	5	39

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

All students scoring a Level 1 or 2 in Reading are scheduled in Intensive Reading. In addition, students not responding to core instruction, are referred to the School Based Team to identify their issue(s) and attempt to resolve the issue(s).

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

Family and Community Involvement

The Palm Beach County Jail (#3002) involves families in every facet of their child's education and development through Individual Education Plans and 504 meetings for students with disabilities. In addition, parents receive correspondence quarterly which includes report cards and test results, if applicable. The Palm Beach Sheriff's Office, along with other community organizations have formed collaborative partnerships with Educational Alternatives in which they are active participants of the School Advisory Council. These partnerships meet to collaborate on a monthly basis.

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

Through the Department of Educational Alternatives' School Advisory Council the school and community partners meet and collaborate to pool resources that will aid student achievement.

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
Bess, Angela	Principal
Gray-McCray, Rosalind	Assistant Principal
Lawrence, Shelia	Assistant Principal
Garvin-Shaw, Shanda	Other

Duties

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

*Director: Provides a vision for department administrators utilizing problem-solving processes for identifying challenges and strategies.

*Assistant Principal: Provides a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based plans and activities.

*Select General Education Teachers: Provide information on core instruction, collect and analyze student data, deliver School-wide Tier 1 instruction/intervention, collaborate with staff to implement Tier 2 interventions, and integrate materials and progress between Tier 1 and 2.

*Certified School Counselor: Provides quality support services and expertise on issues ranging from academic program to individual student intervention and assessment. Links community agencies to schools and families to support child's academic, emotional, behavioral and social success.

*Support Facilitators: support for students in the classroom and teachers planning for instruction of students with exceptional needs in a non-isolating, least restrictive environment.

Due to the small size of the school and staff, there is an overlap in membership with the leadership team, MTSS/RtI and School Advisory Council. The school collaborates/plans with the other schools in the DJJ/Youth Services group.

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 leadership ensures that certified teachers that meet state highly qualified requirements are scheduled to instruct students as well as see to the day to day school program operations. Administration, SBT coordinator and members monitor student progress during LTM's and School Based Team meetings. To monitor the fidelity and progress of students regarding their goals, teachers have bi-weekly data chats with Administration regarding weekly assessments and behavior concerns, etc. The SBT meets every other week. Participants are invited on an as needed basis or concurrently with interventions. Administrators monitor the fidelity of Tier 1,2, and 3 instruction/ intervention daily through the utilization of I-Observation (Classroom-walk-through, Formal and Informal observations). Teachers meet with the school leader(s), SBT and ESE Coordinators to discuss expectations for the daily schedule to include an uninterrupted 90 minute Reading Block where Balanced Literacy (Shared Reading, Interactive Read Aloud, Guided/Strategy Groups, Oral Language time , etc) and extended learning time requirements are evident.

Title I Part D- Grant funding approval. Resource teachers.

Career and Social Skills- All Students are enrolled in Career and Social Skills Development classes through which students begin to explore career interests and opportunities through the Graduation Career Coach.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rodrick White	Business/Community
Angela Clarke	Business/Community
Alma Horne	Education Support Employee
Keith Kearney	Education Support Employee
Mary Beth Roberts	Teacher
Twila Taylor	Business/Community
Sandra Moore	Parent
Antionette Porter	Parent
Shelia Lawrence	Education Support Employee
Susie Puhl	Parent
Angela Bess	Principal
Manny Alvarez	Business/Community
Mamine Saintil	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Goals are reviewed and identified as being met or not. Small groups at the school meet to review, share data with staff and then SAC. Goals and strategies are revised based on data review with all stakeholders.

Development of this school improvement plan

During the school year, SAC members participate in data analysis and problem-solving related to the development of the upcoming year School Improvement Plan. SAC members review student progress on diagnostics following each administration in the fall and winter. EDW reports are analyzed with SAC members to identify areas needing improvement. Results of year-end EOCs and FCAT are reviewed and analyzed with staff then shared with SAC. Teachers work on creating action plans for the upcoming year and information is used in problem solving with SAC members. The SAC also focuses on school climate with members sharing best practices from the different school sites. The School Improvement Plan will be presented to the School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the school. Teachers work on creating action plans for the upcoming year and information is shared and discussed with SAC.

Preparation of the school's annual budget and plan

The SAC and Program Directors review proposed budgets with the Director or designated person.

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

The use of school improvement funds is to support student learning beginning with organizational skills, preparedness for class, note taking and self-monitoring of progress. Materials such as binders,

paper, dividers, pencils, pens, pouches are purchased with 80% of the SIP funds. The remaining 20% is used to purchase books for school-wide reading projects.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gray-McCray, Rosalind	Assistant Principal
Hooper, Jacquelyne	Teacher, K-12
Rodriguez-Green, Dallisa	Other
Garvin-Shaw, Shanda	SAC Member
Kearney, Keith	Teacher, K-12
Lawrence, Shelia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

1. Writing across the curriculum
2. Teachers provide "Word o the Day" in each period daily.
3. Data analysis for effective problem solving within Tier 1 and 2
4. Reading Across the curriculum

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

Teachers meet weekly as a Professional Learning Community to discuss students' needs. Teachers have the opportunity to share academic and social/emotional behavior information with peers. This information will be used for planning instruction.

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

Recruiting: as needed.. Retaining: new teachers are paired with veteran staff, work with Assistant Principal and mentor in the Educator Support Program. Retaining : All teachers participate in professional development to support instruction and have opportunities at learning team meetings to work with teachers in the same content area from other schools.

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

Teachers in need of improvement are matched with veteran teachers within the department to maximize their experience and enhance their instructional skills.

Mentee Assigned: Teachers in need of improvement will be determined from their longitudinal classroom Data, FSA and EOC data.

Rational for Pairing: Education at the Palm Beach Sheriff's Office has available, if needed, a teacher mentor program that will be spearheaded by the assistant principal, Rosalind McCray, who will meet with new teachers and teachers who are in need of improvement.

Planned Mentoring Activities: For teachers in need of improvement mentor/mentee partners meet weekly. They will have the ability to meet bi-weekly and have activities and assignments to complete if necessary. A portfolio of activities/lessons will be kept by each mentee and be shared with their assistant principal monthly.

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

Teachers meet with district department program planners in preschool meetings where changes are identified and scope and sequence for each core course is reviewed.

Teachers use district Scope and Sequence, Blender, and other district supplied instructional materials to align their content and instruction to the state and district guidelines.

Teachers submit lesson plans bi-weekly to be reviewed by administrator.

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

The school will use data from school common assessments, and benchmark assessment to monitor student achievement along with data from the Performance Matters after diagnostic testing to identify areas students are in need of improvement. Teachers will use whole, small and individual groupings in class to focus on student needs and provide individual assistance. Teachers may plan additional instruction and materials to address these needs.

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

Strategy: Extended School Year

Minutes added to school year: 16,200

Extended learning strategies

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gray-McCray, Rosalind, rosalind.graymccray@palmbeachschools.org

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

Formal/Informal Assessments and Diagnostic Assessments

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

N/A

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 are enrolled in this school anywhere from 1 day to a year. The school counselor meets with students to review academic plans and career goals. The Graduation/Career coach meets with students to discuss graduation options and assists with planning Career exploration events. The Transition Coordinator meets with students, along with a community organization to further discuss post high school and career options.

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

1. The majority of the students in this school stay anywhere from 90 days to a Year.
2. All students participate in a Career Class.
3. All students participate in a presentation by the Graduation/Career coach during during the 9 weeks of school. High School students have individual or small group follow-up meetings with the Graduation/Career coach as needed.

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

The Guidance counselor meets with students upon their arrival to the program to review and discuss their plans for success and ensure that they have the correct courses they need to prepare them for graduation. Students are made aware of graduation requirements through whole group presentation, as well as, individual counseling.

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

Students participate in Career Fairs, College Fairs as well as participate in the School District of Palm Beach County's SAT Countywide Testing Initiative.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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.** Short and long term efforts will be implemented to improve inclusive educational practices.

- G2.** If we Increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas.

- G3.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques.

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. Short and long term efforts will be implemented to improve inclusive educational practices. 1a

Targets Supported 🔑 G069870

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G2. If we Increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas. 1a

G069871

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	25.0
Algebra I EOC Pass Rate	25.0
Geometry EOC Pass Rate	25.0
Bio I EOC Pass	25.0

Resources Available to Support the Goal 2

- Training in instructional strategies through Marzano using Marzano liaisons and district professional development.

Targeted Barriers to Achieving the Goal 3

- Multiple preparations in a class, frequent turnover of students and student's lack of motivation.

Plan to Monitor Progress Toward G2. 8

monitor academic progress through i-Ready, diagnostics, mini-assessment. performance matters, report cards

Person Responsible

Rosalind Gray-McCray

Schedule

Quarterly, from 10/19/2015 to 5/31/2016

Evidence of Completion

Performance summaries for academics

G3. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques. 1a

G069872

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	25.0
ELA/Reading Gains	25.0
Math Gains	25.0

Resources Available to Support the Goal 2

- Florida standards, Marzano's Frameworks and iObservation (Marzano) with resources, department level professional development on Professional Development Days (PDD) and Learning Team Meetings (LTM), administrator and Marzano Teacher Liaison training during faculty and staff meetings, peer teachers, Guiding Tools for Instructional Problem Solving (GTIPS), Learning Village the district's lesson plan website, common planning time, and online websites.

Targeted Barriers to Achieving the Goal 3

- 3. Adjustment phase in new observation process requiring teachers and administrators to reflect on what and how they are doing things and using a problem-solving model to identify goals and action plan. Lack of experience and working collaboratively to learn and implement the Marzano 41 elements in Domain 1, Classroom Strategies and Behaviors.

Plan to Monitor Progress Toward G3. 8

Review Spring FSA results and EOC results

Person Responsible

Rosalind Gray-McCray

Schedule

On 6/30/2016

Evidence of Completion

Performance reports indicate increase in percent making gains.

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

G2. If we Increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas. **1**

 G069871

G2.B1 Multiple preparations in a class, frequent turnover of students and student's lack of motivation. **2**

 B181823

G2.B1.S1 Professional development in instructional strategies along with peer observations and discussions. **4**

 S193443

Strategy Rationale

If teachers can work collaboratively with other teachers to identify areas of strength and areas needing improvement, they will more likely make adjustments in their teaching practices to benefit students.

Action Step 1 **5**

Train teachers to employ various delivery models in order to engage students in learning activities. (i.e. Marzano Liaisons)

Person Responsible

Rosalind Gray-McCray

Schedule

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

Evidence of Completion

training documentation of teacher and training of staff by liaison, peer observation, administration observation, professional growth plans

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

Teacher instructional strategies as defined in professional growth plan and with Marzano liaison.

Person Responsible

Rosalind Gray-McCray

Schedule

Monthly, from 10/5/2015 to 5/31/2016

Evidence of Completion

observations in i-Observation, sign-in sheets for professional development

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

Administrative observations of classroom behavior, liaison observation and discussion with peer teachers.

Person Responsible

Rosalind Gray-McCray

Schedule

Monthly, from 10/12/2015 to 5/31/2016

Evidence of Completion

Observations in iObservation and notes on classroom behavior.

G3. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques. 1

G069872

G3.B3 3. Adjustment phase in new observation process requiring teachers and administrators to reflect on what and how they are doing things and using a problem-solving model to identify goals and action plan. Lack of experience and working collaboratively to learn and implement the Marzano 41 elements in Domain 1, Classroom Strategies and Behaviors. 2

B181826

G3.B3.S1 Train with practice on the problem-solving process as described within the school improvement guidelines and (GTIPS), using data and student work to determine the effectiveness of instruction. 4

S193445

Strategy Rationale

Teachers reviewing impact of their instruction on learning through data analysis and problem solving to identify what is working or why not will make connection with action and outcome.

Action Step 1 5

Training on problem-solving process using data.

Person Responsible

Rosalind Gray-McCray

Schedule

Quarterly, from 10/8/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

observations

Person Responsible

Rosalind Gray-McCray

Schedule

Quarterly, from 10/12/2015 to 5/31/2016

Evidence of Completion

Problem-solving worksheets and action plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Teachers lesson plans and delivery instructional strategies planned for using process.

Person Responsible

Rosalind Gray-McCray

Schedule

Quarterly, from 10/12/2015 to 5/31/2016

Evidence of Completion

Action plan and lesson plan match instructional delivery observed

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
G2.B1.S1.A1	Train teachers to employ various delivery models in order to engage students in learning activities. (i.e. Marzano Liaisons)	Gray-McCray, Rosalind	8/17/2015	training documentation of teacher and training of staff by liaison, peer observation, administration observation, professional growth plans	5/31/2016 monthly
G3.B3.S1.A1	Training on problem-solving process using data.	Gray-McCray, Rosalind	10/8/2015		5/31/2016 quarterly
G2.MA1	monitor academic progress through i-Ready, diagnostics, mini-assessment. performance matters, report cards	Gray-McCray, Rosalind	10/19/2015	Performance summaries for academics	5/31/2016 quarterly
G2.B1.S1.MA1	Administrative observations of classroom behavior, liaison observation and discussion with peer teachers.	Gray-McCray, Rosalind	10/12/2015	Observations in iObservation and notes on classroom behavior.	5/31/2016 monthly
G2.B1.S1.MA1	Teacher instructional strategies as defined in professional growth plan and with Marzano liaison.	Gray-McCray, Rosalind	10/5/2015	observations in i-Observation, sign-in sheets for professional development	5/31/2016 monthly
G3.MA1	Review Spring FSA results and EOC results	Gray-McCray, Rosalind	5/16/2016	Performance reports indicate increase in percent making gains.	6/30/2016 one-time
G3.B3.S1.MA1	Teachers lesson plans and delivery instructional strategies planned for using process.	Gray-McCray, Rosalind	10/12/2015	Action plan and lesson plan match instructional delivery observed	5/31/2016 quarterly
G3.B3.S1.MA1	observations	Gray-McCray, Rosalind	10/12/2015	Problem-solving worksheets and action plans	5/31/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If we Increase student engagement during instructional delivery, then students will increase proficiency on the annual statewide assessments in all content areas.

G2.B1 Multiple preparations in a class, frequent turnover of students and student's lack of motivation.

G2.B1.S1 Professional development in instructional strategies along with peer observations and discussions.

PD Opportunity 1

Train teachers to employ various delivery models in order to engage students in learning activities.
(i.e. Marzano Liaisons)

Facilitator

District Development Team

Participants

All teachers

Schedule

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

G3. Increase students' comprehension of rigorous text through the use of reading for meaning strategies and questioning techniques.

G3.B3 3. Adjustment phase in new observation process requiring teachers and administrators to reflect on what and how they are doing things and using a problem-solving model to identify goals and action plan. Lack of experience and working collaboratively to learn and implement the Marzano 41 elements in Domain 1, Classroom Strategies and Behaviors.

G3.B3.S1 Train with practice on the problem-solving process as described within the school improvement guidelines and (GTIPS), using data and student work to determine the effectiveness of instruction.

PD Opportunity 1

Training on problem-solving process using data.

Facilitator

Marzano liaison and assistant principal

Participants

all instructional staff

Schedule

Quarterly, from 10/8/2015 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	G2.B1.S1.A1	Train teachers to employ various delivery models in order to engage students in learning activities. (i.e. Marzano Liaisons)				\$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,100.00
<i>Notes: print rich classroom library</i>						
2	G3.B3.S1.A1	Training on problem-solving process using data.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$500.00
<i>Notes: Supplies and incentives</i>						
					Total:	\$1,600.00