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## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Highridge Family Center  
4200 N AUSTRALIAN AVE  
West Palm Beach, FL 33407  
561-681-5908

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### School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> Yes	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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### School Grades History

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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Highridge Family Center

##### Principal

Dr. Angela Bess, Director

##### School Advisory Council chair

Angela Clarke

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lisa Keough	Certified School Counselor
Mary Beth Roberts	Teacher
Marilyn Mellone	ESE Coordinator
Linda Mackin	Assistant Principal

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC is composed of members from the 7 (seven) different school sites and the collaborating partners for each schools. The schools are in the Department of Juvenile Justice (DJJ)/Youth Services group in the Educational Alternatives Department: 3002, 3006, 3010, 3014, 3024, 3039, 3354)

Chair: Angela Clarke, Executive Director of PACE school for Girls

Vice-Chair: Antoinette Porter, Lead Behavioral Staff Highridge Family Center

Secretary: Joann Barr, ESE Coordinator Department Educational Alternatives

Director/Principal: Angela Bess

Students: Students do not attend the meetings but the information is shared after the meeting with students and students have an opportunity to provide input through program staff.

Parents: Staff from the residential program represent the parents as these persons meet with the parents/therapists weekly. Since the students come from greater distances from the schools than in a regular community school and the students enrollment in the program is only three months, this provides continuity and the acting parent is a parent of students in the school district and local community.

Members Pending : \_55\_\_% Non-school Board:

Angela Clarke, Executive Director PACE School for Girls  
Sandra Moore, Assistant Director Kelly Drug and Alcohol Treatment Association, Community  
Ron White, Unit Manager Palm Beach County Jail, Business Partner  
Damon Nunn, Director Palm Beach Juvenile Correctional Facility  
Douglas Kane, Superintendent Palm Beach County Detention Center  
Antoinette Porter, Acting Parent Highridge students  
Members: Pending \_45\_ % School Board Employee  
Angela Bess, Director  
Alma Horne, Graduation/Career Coach  
Linda Mackin, Assistant Principal SDPBC  
Kim Moses, Teacher Palm Beach County Jail  
Freddy Israel, Teacher Palm Beach Juvenile Detention Center  
COPY SAC bylaws on district web page

### **Involvement of the SAC in the development of the SIP**

During the school year, SAC members participate in data analysis and problem-solving related to 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 and 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.

### **Activities of the SAC for the upcoming school year**

The School Advisory Council plays a vital role developing and implementing the School Improvement Plan. At monthly meetings the members review and discuss district information from bulletins and the chief academic officer. Members from the various school sites share innovative strategies implemented, what's working and what's not, and share how they solved problems related to parent involvement, academics, discipline, school culture and climate and motivation. SAC members will analyze teacher, student and parent survey data, formative and summative assessment data, attendance, discipline and objectives from previous year SIP as part of the problem solving process leading to improved student achievement. The SAC will also discuss, Title I part D funded programs and make decisions, with teacher input, related to Title I funds to support the instructional needs of the students and school.

### **Projected use of school improvement funds, including the amount allocated to 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 40% of the SIP funds. 20% will be allocated for Bullying Prevention materials and presentations. The remaining 20% is used to purchase books for school-wide reading projects and materials related to Character Education.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

At this time the SAC, comprised of members from 7 schools sites, is working on parent and student membership. The schools involved have student membership from across the district and from out of the county. Students are in residential facilities and are enrolled in the school from 3 (three) months to 1 (one) year. With this transitory population it is difficult to identify parents that are members for more than 1 (one) year.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators****# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Administrator Information:****Dr. Angela Bess, Director**

Principal

Years as Administrator: 4

Years at Current School: 6

**Credentials**

Doctor of Education (Ed.D.)

Certifications:

Educational Leadership (all levels)

Elementary Education (grades 1-6)

English for Speakers of Other Languages Endorsement

**Performance Record**

2012 - present Director of Educational Alternatives

2009 - 2012 Educational Court Liaison Manager

2007 - 2009 Educational Court Liaison

Calculated using District Grade

**Linda Mackin**

Asst Principal

Years as Administrator: 11

Years at Current School: 5

**Credentials**

Educational Leadership, MA, Ed.

Biology, BS

Accounting, BA

Certification Principal-All Levels, Biology

**Performance Record**

2012-2013: Insufficient Data to report rating or school grade

2011-2012: Highridge: Reading, declining, Math, improving

Overall: Declining

CARP and Kelly: Insufficient Data to report

2010-2011

Highridge: Math, Improving, Reading, maintaining Overall

Maintaining

CARP and Kelly: Insufficient data to report rating

**Classroom Teachers****# of classroom teachers**

7

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**# Highly Qualified Teachers**

100%

**# certified in-field**

7, 100%

**# ESOL endorsed**

4, 57%

**# reading endorsed**

2, 29%

**# with advanced degrees**

3, 43%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

2, 29%

**# with 6-14 years of experience**

2, 29%

**# with 15 or more years of experience**

3, 43%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Assistant principal participates as needed in district recruitment fairs and programs offered throughout the year.
2. Assistant principal supports teachers at the school sites and newer teachers work with school mentors, providing positive learning and transition environment for staff. New teachers also participate in the district Educator Support Program.
3. All teachers participate in monthly professional development opportunities and weekly with staff in small learning groups. Teachers participate in problem-solving together when confronted with instructional.school challenges.

**Teacher Mentoring Program/Plan**



This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

. Assistant principal supports teachers at the school sites and newer teachers work with school mentors, providing positive learning and transition environment for staff. New teachers also participate in the district Educator Support Program and are assigned a mentor and peer for support. All teachers participate in monthly professional development opportunities in content area groupings with teachers from 6 (six) schools and weekly in small learning groups. Teachers participate in problem-solving together when confronted with instructional school challenges.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Step 1: Identify the Problem by determining the difference between what is and what should be happening. Use EDW reports comparing school to district and state.

In teacher groups:

- a. Analyze school demographic/academic/profile data for the purpose of problem analysis and generating a working hypothesis.
- b. analyze school-wide and grade-level data on academic performance to select academic goals
- c. analyze dis-aggregated data to identify groups in need of intervention
- d. Assess school staff's skill development

Step 2: Analyze the problem by brainstorming in different groups why the problem is happening. Use learning team meeting and staff meetings to eliminate hypothesis not relevant, Identify barriers to success and action plan on how to overcome.

Step 3: Design intervention and implementation by developing action plan for strategies, with monitoring of implementation with fidelity and progress on a schedule.

Step 4: administrators and teacher determine if the the Response to Instruction/Intervention is working by analyzing student data (progress monitoring) and go back to step 1 and 2 if not.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

\*Director: Provides a vision for department administrators utilizing problem-solving process 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.

\*ELL support: provide support and collect data for progress monitoring of students with English as a second language. Work with teachers to plan instruction and support and meet with parents and

translate for parents.

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

\*Speech Language Pathologist: Educates the team in the role language plays in learning and instruction design and provides language therapy for students.

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 collaborate/plan with the other schools in the DJJ/ Youth Services group.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team meets monthly to problem solve at the school level. The team reviews the effectiveness of the MTSS through student data reports and teacher progress reports. The team also monitors progress on SIP goals and strategies. Areas not meeting expectations are identified for professional development opportunities at the department level. Grade level data is used by administrators and teachers to review and revise action plans.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The Educational Data Warehouse is used in Palm Beach to capture data on individual student basis and teacher basis. Students participate in reading, math and science diagnostics in September and December to provide teachers and administrators progress monitoring points for instruction planning. Students also take the FAIR, CoreK12 interim benchmark assessments and teacher generated assessments. Discovery Education, Destination Reading and Math, and Palm Beach Writes are other diagnostic and progress monitoring assessments utilized.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Teachers and administrators will participate in ongoing training at the school site and district level. Teachers will meet monthly to review student progress as a whole group while monitoring academic and behavior daily in class.

Administration will meet with parents as students enter or within a reasonable time after student enters program.. Assistant principal will explain interventions at the different Tier Levels and school counselor will provide individual conferences showing how data was used to identify need and design intervention.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Before or After School Program****Minutes added to school year:**

+Students are identified by teacher through class performance and/or diagnostic tests as being in need of support. Students are scheduled for tutoring time with the residential program. Tutor targets specific skills to be worked on.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students take pre-tests and post-tests to monitor improvement. Data is reported to referring teacher.

**Who is responsible for monitoring implementation of this strategy?**

Assistant principal, school counselor and teacher are responsible for identifying students and monitoring at the school site.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Linda Mackin	Assistant Principal
Mary Beth Roberts	Reading Teacher, support facilitator
Leila Ajlani	Reading and Social Studies Teacher
Rebecca Tedesco	English Teacher

**How the school-based LLT functions**

The purpose of the LLT is to build capacity for reading instructional strategies and knowledge within the school building. The teachers on the team are reading endorsed and/or working on advanced coursework in reading. The teachers with support from administration will initiate content area support for reading in science, social studies and math and work with teachers in classroom to sustain change. The LLT will analyze data, meet with teachers to identify goals and target areas and develop a plan of action to meet goals. The team will provide input for the SIP and monitor progress of literacy initiatives. Monthly meetings.

**Major initiatives of the LLT**

1. Writing across the curriculum
2. vocabulary fluency
3. data analysis for effective problem solving within Tier 1 and 2
4. Content Area Reading Strategies with teacher peer mentoring/feedback

**Every Teacher Contributes to Reading Instruction****How the school ensures every teacher contributes to the reading improvement of every student**

Keeping the focus on common core standards, every teacher will focus on chunking information, vocabulary building to improve fluency, writing across the curriculum and small group reading within the classroom. Teachers will monitor comprehension through comprehension checks daily. ESE support facilitators supplement instruction and small group in the reading classes and content area class. Teachers will meet monthly as a group led by LLT Reading Teacher to review diagnostic data for reading and all teachers will participate in how they will support students with reading difficulties in their classrooms.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Students are enrolled in the school for 3 (three) months. Teachers incorporate career exploration as part of course instruction and Career Days are held each semester. Classroom Speaker for High School group conducts interest survey and talks about transition from school to work.

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

During student orientation the Graduation/Career Coach meets with students to present information about careers and Goal Planning. The school counselor meets with students to review progress and discuss career interests and complete Choices Career planning tools if the student has not already done so.

#### **Strategies for improving student readiness for the public postsecondary level**

NA school is primarily grades 6-10 and are enrolled for 3 months.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			40%
Students in lowest 25% making learning gains (FCAT 2.0)			60%

### Area 3: Mathematics

#### Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			50%
Students scoring at or above Achievement Level 4			20%

#### Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			50%
Students scoring at or above Achievement Level 4			20%

### Area 4: Science

#### High School Science

##### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			30%
Students scoring at or above Level 7			10%

#### Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			50%
Students scoring at or above Achievement Level 4			20%

### Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Parental involvement targets for the school

All parents will participate in orientation when students enroll and in weekly parenting sessions at the Family Center. Parents will receive progress reports midway during the nine-week. Reports are shared with therapists and parent during the weekly family sessions conducted by residential staff.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend orientation session for program.	95	91%	97%
Parents will respond to student progress in writing.	0	0%	95%

### Area 10: Additional Targets

#### Additional targets for the school

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

History of Holocaust, History of African Americans, Hispanic Contributions, Sacrifices of Veterans  
Announcements will focus for a month of each year on each of these areas in addition to coverage in Social Studies, Reading and English classes.

#### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Grade 6- 12- Holocaust, Hispanic Contributions, History of Africans, Women's Contributions, Sacrifices of Veterans			100%

## Goals Summary

- G1.** Teachers will analyze data during LTM and common planning using ongoing formative assessments and follow-up with student awareness meetings (data chats) using the problem-solving process to improve core instruction, supplemental and intensive instruction
- G2.** All teachers will intentionally plan to deliver curriculum aligned to common core standards, using effective teaching strategies to achieve desired student outcomes (percent of students making learning gains on year-end state-wide tests.)
- G3.** Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.

## Goals Detail

**G1.** Teachers will analyze data during LTM and common planning using ongoing formative assessments and follow-up with student awareness meetings (data chats) using the problem-solving process to improve core instruction, supplemental and intensive instruction

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### **Resources Available to Support the Goal**

- Weekly common planning and learning team meetings, EDW benchmark reports, Standards-based assessments (NEW; Discovery Education), ESE support facilitators will provide support during core instruction,

### **Targeted Barriers to Achieving the Goal**

- Lack of understanding of problem-solving process and applying to student data and dealing with the rapid turnover of students in the program (rolling enrollment with three month stay)



## Plan to Monitor Progress Toward the Goal

Schedule of when activities will happen after a student enrolls.

**Person or Persons Responsible**

school counselor, AP

**Target Dates or Schedule:**

November, 2013

**Evidence of Completion:**

Timeline for reviewing student data with teachers and scheduling student data chats.

**G2.** All teachers will intentionally plan to deliver curriculum aligned to common core standards, using effective teaching strategies to achieve desired student outcomes (percent of students making learning gains on year-end state-wide tests.)

### **Targets Supported**

- All Areas
- Reading (FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement

### **Resources Available to Support the Goal**

- Common Core 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 lesson plan district website, common planning time, and online websites.

### **Targeted Barriers to Achieving the Goal**

- Transition to common core standards and understanding (lack of and experience in) of the three core shifts in English Language Arts and Literacy and in Mathematics. Understanding and changing students outcome expectations.
- 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 the Goal

Review Spring FCAT results in Reading and Math, EOC's

### Person or Persons Responsible

Assistant Principal, LLT, SAC

### Target Dates or Schedule:

May, 2014

### Evidence of Completion:

60% of students make learning gains on FCAT 2.0, EOC's

**G3.** Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.

### Targets Supported

- Reading (Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, High School, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Personnel (district and department), lending library, curriculum text materials, Gizmos, teachers on staff taking reading classes for advanced degree, Discovery Education, FAIR, FCRR and CRIS training,

### Targeted Barriers to Achieving the Goal

- Knowledge of appropriate reading strategies for students reading at different grade levels in the same classroom.

## Plan to Monitor Progress Toward the Goal

Review Winter diagnostics, FAIR assessments

**Person or Persons Responsible**

AP and reading teacher

**Target Dates or Schedule:**

December, January

**Evidence of Completion:**

Increase in reading comprehension

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will analyze data during LTM and common planning using ongoing formative assessments and follow-up with student awareness meetings (data chats) using the problem-solving process to improve core instruction, supplemental and intensive instruction

**G1.B1** Lack of understanding of problem-solving process and applying to student data and dealing with the rapid turnover of students in the program (rolling enrollment with three month stay)

**G1.B1.S1** Professional development in problem-solving using a model for review of student data and planning student conferences based on entry time. Follow-up with tutoring for students as identified.

### Action Step 1

Create schedule for reviewing student data and data chats

#### Person or Persons Responsible

AP and school counselor

#### Target Dates or Schedule

by November 10, 2013

#### Evidence of Completion

implementation schedule, calendar of student data chats

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

Schedule with dates for each student after entering

#### Person or Persons Responsible

AP, school counselor, teachers

#### Target Dates or Schedule

November 15, 2013

#### Evidence of Completion

Data sheet for each student from EDW with AP, Counselor or teacher and student signatures

## Plan to Monitor Effectiveness of G1.B1.S1

Review of documentation and student discussions

### Person or Persons Responsible

AP

### Target Dates or Schedule

Prior to student exit

### Evidence of Completion

Problem-solving notes/action plan are monitored for fidelity of the problem-solving steps. Feedback is provided to each teacher.

**G2.** All teachers will intentionally plan to deliver curriculum aligned to common core standards, using effective teaching strategies to achieve desired student outcomes (percent of students making learning gains on year-end state-wide tests.)

**G2.B1** Transition to common core standards and understanding (lack of and experience in) of the three core shifts in English Language Arts and Literacy and in Mathematics. Understanding and changing students outcome expectations.

**G2.B1.S1** Provide professional development using experienced teachers and professional development team members in instructional strategies that promote the desired student outcomes of the common core standards.

### Action Step 1

Plan training schedule for common core standards using district prepared materials.

### Person or Persons Responsible

All instructional staff

### Target Dates or Schedule

Professional Development Days and staff meetings, ongoing.

### Evidence of Completion

Sign-in sheets, classroom observation of practices implemented and review of lesson plans, activities completed for points

### Facilitator:

Experienced teacher and professional development team members

### Participants:

all instructional staff

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

Lesson plans (review checklist) and classroom observations (iObservation)

#### **Person or Persons Responsible**

Assistant Principal, quality assurance team members

#### **Target Dates or Schedule**

Monthly review of lesson plans with teacher discussion follow-up, monthly walk-through or informal observation

#### **Evidence of Completion**

Lesson plan checklists, iObservation reports

### **Plan to Monitor Effectiveness of G2.B1.S1**

Student performance on interim benchmarks and diagnostics.

#### **Person or Persons Responsible**

Assistant Principal and teacher

#### **Target Dates or Schedule**

September, December and smaller tests using interim benchmark tests

#### **Evidence of Completion**

Diagnostic Test Reports in EDW and Core K12, improvement

**G2.B2** 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.

**G2.B2.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.

**Action Step 1**

Train on problem-solving process using data.

**Person or Persons Responsible**

Assistant Principal and Marzano liaison

**Target Dates or Schedule**

October and November during staff meetings

**Evidence of Completion**

sign-in and agenda

**Facilitator:**

Marzano liaison and assistant principal

**Participants:**

all instructional staff

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

Documentation of practice and actual problem-solving plans

**Person or Persons Responsible**

Participants

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Problem-solving worksheets and action plans



## Plan to Monitor Effectiveness of G2.B2.S1

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

### Person or Persons Responsible

Teacher and AP

### Target Dates or Schedule

Monthly

### Evidence of Completion

Action plan and lesson plan match instructional delivery observed

**G2.B2.S2** Provide training and practice opportunities with/for teachers during common planning and staff meetings on implementing the 41 elements and monitoring impact on desired outcome.

### Action Step 1

Training on Marzano domains 1-41

#### Person or Persons Responsible

Marzano liaison, APs, Instructional staff

#### Target Dates or Schedule

monthly

#### Evidence of Completion

agendas and sign-in sheets

#### Facilitator:

Assistant principal and Marzano liaison

#### Participants:

instructional staff

### Plan to Monitor Fidelity of Implementation of G2.B2.S2

Training using district prepared videos/vodcasts

**Person or Persons Responsible**

AP

**Target Dates or Schedule**

Following training

**Evidence of Completion**

agendas, feedback evaluations

### Plan to Monitor Effectiveness of G2.B2.S2

Professional Growth plan (if selected element), classroom instruction

**Person or Persons Responsible**

AP and teacher

**Target Dates or Schedule**

monthly

**Evidence of Completion**

iObservation reports

**G3.** Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.

**G3.B1** Knowledge of appropriate reading strategies for students reading at different grade levels in the same classroom.

**G3.B1.S1** Pair content area teacher with reading trained teacher to identify reading strategies appropriate for student groups.

**Action Step 1**

Pair content and reading trained teacher and provide common planning time and class observation opportunities. Tutoring.

**Person or Persons Responsible**

Content area teacher and reading teacher.

**Target Dates or Schedule**

weekly

**Evidence of Completion**

logs

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

Observe planning

**Person or Persons Responsible**

AP

**Target Dates or Schedule**

once a month beginning in November, 2013

**Evidence of Completion**

AP notes and comments in iObservation

### **Plan to Monitor Effectiveness of G3.B1.S1**

observe classroom instruction, interim benchmarks

#### **Person or Persons Responsible**

AP and content area teacher

#### **Target Dates or Schedule**

ongoing, minimum monthly

#### **Evidence of Completion**

walkthrough observations in iObservation, Core K12 or Discovery Education

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The school receives Title I, Part D funds as part of the DJJ/Youth Services group in the Educational Alternatives department. Student data is reviewed from previous year during the summer and a team identifies needs through problem-solving process. Information is shared with School Advisory Council and teachers. Tutoring, resource teachers, instructional materials to aid instruction are primary areas of use of these funds.

Due to the small size of the school (less than 50), the needs of individual students are provided for by district department through the intervention of the certified school counselor.

School improvement funds are used to provide organizational materials for the students such as binders, paper, dividers, pencils and pens and pouches. Funds are sufficient to cover the number of students who enroll throughout the year.

Assistant principals work with the Director to identify needs of students and teachers at each school site not supported by regular district funding. Materials, training and workshops, tutorials are supplemental areas the funds are used for.

Our school integrates Single School Culture by sharing our Universal Guideline for Success, following our Behavioral Matrix and teaching Expected Behaviors, communicating with parents, and monitoring WSPBs. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS program.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** All teachers will intentionally plan to deliver curriculum aligned to common core standards, using effective teaching strategies to achieve desired student outcomes (percent of students making learning gains on year-end state-wide tests.)

**G2.B1** Transition to common core standards and understanding (lack of and experience in) of the three core shifts in English Language Arts and Literacy and in Mathematics. Understanding and changing students outcome expectations.

**G2.B1.S1** Provide professional development using experienced teachers and professional development team members in instructional strategies that promote the desired student outcomes of the common core standards.

### PD Opportunity 1

Plan training schedule for common core standards using district prepared materials.

#### Facilitator

Experienced teacher and professional development team members

#### Participants

all instructional staff

#### Target Dates or Schedule

Professional Development Days and staff meetings, ongoing.

#### Evidence of Completion

Sign-in sheets, classroom observation of practices implemented and review of lesson plans, activities completed for points

**G2.B2** 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.

**G2.B2.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**

Train on problem-solving process using data.

**Facilitator**

Marzano liaison and assistant principal

**Participants**

all instructional staff

**Target Dates or Schedule**

October and November during staff meetings

**Evidence of Completion**

sign-in and agenda

**G2.B2.S2** Provide training and practice opportunities with/for teachers during common planning and staff meetings on implementing the 41 elements and monitoring impact on desired outcome.

**PD Opportunity 1**

Training on Marzano domains 1-41

**Facilitator**

Assistant principal and Marzano liaison

**Participants**

instructional staff

**Target Dates or Schedule**

monthly

**Evidence of Completion**

agendas and sign-in sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will analyze data during LTM and common planning using ongoing formative assessments and follow-up with student awareness meetings (data chats) using the problem-solving process to improve core instruction, supplemental and intensive instruction	\$300
G2.	All teachers will intentionally plan to deliver curriculum aligned to common core standards, using effective teaching strategies to achieve desired student outcomes (percent of students making learning gains on year-end state-wide tests.)	\$2,000
G3.	Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.	\$1,700
Total		\$4,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Other	Total
Title I , school improvement funds	\$2,000	\$0	\$0	\$2,000
Title I	\$0	\$1,700	\$0	\$1,700
Title I,school improvement funds	\$0	\$0	\$300	\$300
Total	\$2,000	\$1,700	\$300	\$4,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*



**G1.** Teachers will analyze data during LTM and common planning using ongoing formative assessments and follow-up with student awareness meetings (data chats) using the problem-solving process to improve core instruction, supplemental and intensive instruction

**G1.B1** Lack of understanding of problem-solving process and applying to student data and dealing with the rapid turnover of students in the program (rolling enrollment with three month stay)

**G1.B1.S1** Professional development in problem-solving using a model for review of student data and planning student conferences based on entry time. Follow-up with tutoring for students as identified.

**Action Step 1**

Create schedule for reviewing student data and data chats

**Resource Type**

Other

**Resource**

Materials for teacher and staff, tutoring for students, professional development.

**Funding Source**

Title I, school improvement funds

**Amount Needed**

\$300

**G2.** All teachers will intentionally plan to deliver curriculum aligned to common core standards, using effective teaching strategies to achieve desired student outcomes (percent of students making learning gains on year-end state-wide tests.)

**G2.B1** Transition to common core standards and understanding (lack of and experience in) of the three core shifts in English Language Arts and Literacy and in Mathematics. Understanding and changing students outcome expectations.

**G2.B1.S1** Provide professional development using experienced teachers and professional development team members in instructional strategies that promote the desired student outcomes of the common core standards.

### **Action Step 1**

Plan training schedule for common core standards using district prepared materials.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Technology Professional development needs Supplies and Materials Tutorials

#### **Funding Source**

Title I , school improvement funds

#### **Amount Needed**

\$2,000

**G3.** Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.

**G3.B1** Knowledge of appropriate reading strategies for students reading at different grade levels in the same classroom.

**G3.B1.S1** Pair content area teacher with reading trained teacher to identify reading strategies appropriate for student groups.

**Action Step 1**

Pair content and reading trained teacher and provide common planning time and class observation opportunities. Tutoring.

**Resource Type**

Evidence-Based Materials

**Resource**

Professional development materials and supplies tutorials

**Funding Source**

Title I

**Amount Needed**

\$1,700