

The School District of Palm Beach County

G Star School Of The Arts



2016-17 Schoolwide Improvement Plan

G Star School Of The Arts

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

www.gstarschool.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	57%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for G Star School Of The Arts

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

G-Star School of the Arts promotes and encourages diversity among students and within the teaching curriculum. G-Star School of the Arts' school culture promotes appreciation for multicultural diversity, in the appropriate areas.

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Students are informed of their disciplinary and academic expectations through several mediums which include but are not limited to student handbook, student orientation, in class reminders and daily reminder every morning.

New educators are trained through the New Educator Support Program provided through G-Star school and monitored by administration closely. All faculty members take additional training in items such as, classroom management, lesson planning, in-classroom discipline and are tested in their

knowledge.

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

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

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

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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

G-Star School of the Arts utilizes the district Educational Data Warehouse (EDW) Dashboard, teacher observations and communication with families to identify students who have attendance, behavioral or academic concerns. G-Star School of the Arts has created a School Based Team (SBT) and an attendance tracking system that regularly checks attendance patterns in order to identify students missing substantial educational time. Once a student is identified as having multiple unexplained absences the team recommends an RTI and/or positive behavior support intervention by administration and the SBT. The SBT monitors students and puts interventions in place for students academic and emotional well being.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	32	45	65	175	
One or more suspensions	0	0	0	0	0	0	0	0	0	23	11	14	9	57	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	21	10	17	2	50	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	44	46	15	1	106	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	18	22	2	0	42	

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

G-Star School of the Arts uses a disciplinary progression report that allows students and teachers the opportunity to correct behavior and maximize educational opportunities in the classroom. The Assistant Principal of Discipline in conjunction with the guidance team reaches out to students with continuous disciplinary issues to address any problems at home or in school that can be contributing factors for causing disciplinary issues at school. In the case of disciplinary issues at school, parents are notified through a letter for disciplinary issues that require in school service. Forms must be signed by the parents and students and return on the day of the school service.

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

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

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

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

Parents are informed during Open Houses and Parent-Teacher Night of the various ways in which parents can contact a teacher with problems or concerns. Parents, as stakeholders in the educational structure, are welcome to contact teachers and administration at any time. Our PTA also has a Facebook page to update parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

G-Star encourages students and faculty to engage with the school community holistically through student art exhibitions, service-learning, travel, and the various student driven clubs and organizations. Students enrolled in G-Star School of the Arts' International Baccalaureate Diploma Programme (IBDP) complete an 18-month program where community engagement is central; The IBDP Creativity, Action,

Service (CAS) program provides opportunities for students to create and sustain relationships that serve the greater community and the school simultaneously.

Since its onset nearly ten years ago, X-Scream has evolved to engage community members, host a summer camp for incoming freshmen, service emergency response team trainings, and develop strong leadership skills among participating students. Unlike other engagement programs at the school (and most other schools), X-Scream is almost an entity unto its own and completely run by student-led departments. During the weeks preceding Halloween, the very extended community patronizes the school with roughly 10,000 people each season. During the months before, students and families organize community involvement through sponsorship, vendor organization for events, and marketing. By far, G-Star's X-Scream is the most effective community engagement program and, although entirely creative at its core, the program's community engagement is easily quantified by the following: X-Scream involves over 10,000 community members each year; completely run and organized by a group of 200 students representing nearly 20% of the total school population; brings in over \$30,000 annually to the school; the participation in up to six fire rescue, Coast Guard, SWAT, and EMT drills each year; involvement with a strong group of faculty members; and all managed by one member of school personnel.

Other school programs supporting community engagement include but are not limited to: Various clubs, National Honors Society, school-wide blood drives, and Student Government.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

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

b. Duties

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

Additional Members:

April Leach - Reading Coach
Paola Branda - World Language Department: Instructional Leader
Blake Crane - Social Studies Department Instructional Leader
Robert McClory - Film & Digital Media Department Instructional Leader
Guido Andrada - Mathematics Department Instructional Leader
David Beckman - Mathematics Department Instructional Leader
Jane Murphy - PE/Health Department Instructional Leader
Kristina Boss - Science Department Instructional Leaders
Brian Edgecomb - Theater Department Instructional Leader
Janice Webber - English Department Instructional Leader
Emily Snedeker - English Department Instructional Leader

Tonya Bellamy - ESE Coordinator
Yvonne Hepburn - School Nurse

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

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

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

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

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team meets once a month and leadership team members also collaborate regularly through departmental meetings to discuss solutions, make decisions, and evaluate implementation of instruction/interventions for students.

SBT meets every third week of each month for the following activities:

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

Leadership team members also collaborate regularly through departmental meetings to discuss solutions, make decisions, and evaluate implementation of instruction/interventions for students. Members of the leadership team and departments were included in the development of the School Improvement Plan. Post-school and Pre-school planning meetings were held to develop the school's goals and strategies.

Activities included discussion of FSA and EOC results, the progress of the lowest 25% and learning gains. Instructional strategies were also discussed and set expectations of instructions for the 2016-17 school year. The leadership team will collaborate to increase overall student achievement. They will utilize the previous and current data to provide the appropriate interventions throughout the school year.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
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Student

b. Duties

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

a. Evaluation of last year's school improvement plan

G-Star School of the Arts has a Board of Directors comprised of members of the community. The Board is charged with monitoring fiduciary responsibilities, approving expenditures and providing for school planning

b. Development of this school improvement plan

G-Star School of the Arts has a Board of Directors comprised of members of the community. The Board is charged with monitoring fiduciary responsibilities, approving expenditures and providing for school planning

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

G-Star School of the Arts has a Board of Directors comprised of members of the community. The Board is charged with monitoring fiduciary responsibilities, approving expenditures and providing for school planning

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

G-Star School of the Arts has a Board of Directors comprised of members of the community. The Board is charged with monitoring fiduciary responsibilities, approving expenditures and providing for school planning

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

No

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

G-Star School of the Arts has a Board of Directors comprised of members of the community. The Board is charged with monitoring fiduciary responsibilities, approving expenditures and providing for school planning

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

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

Additional Members:

April Leach - Reading Coach

Paola Branda - World Language Department: Instructional Leader

Blake Crane - Social Studies Department Instructional Leader

Robert McClory - Film & Digital Media Department Instructional Leader

Guido Andrada - Mathematics Department Instructional Leader

David Beckman - Mathematics Department Instructional Leader

Jane Murphy - PE/Health Department Instructional Leader

Kristina Boss - Science Department Instructional Leaders

Brian Edgecomb - Theater Department Instructional Leader

Janice Webber - English Department Instructional Leader

Emily Snedeker - English Department Instructional Leader

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

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

G-Star School of the Arts is committed to providing each department with a common planning period, ultimately amounting to 200-300 minutes of time each week. This time is used for subject area teachers to plan, assess, and develop consistent curricula in their specific content areas, review benchmark driven assessment data, and foster a collaborative school culture. Additionally, this allows for opportunities for teachers to plan inter-departmentally and observe teachers in classrooms throughout the school. Furthermore, professional development plans are developed and carried out each year with school-wide plans and initiatives as an essential component. These annual school-wide objectives help teachers plan collaboratively for instruction, with a set of common shared goals shared by all. The school's professional learning community also gives faculty and administration the opportunity to collaborate and share best teaching practices.

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

In the educational world, the most important facet of sound faculty and hiring is recruitment. As with any company, personnel is vital, and the stakeholders involved in this practice now have many tools to help in the process. In using these tools, school districts can find the best personnel to fill the diverse needs of any district no matter where it may be located in the United States.

G-Star School of the Arts uses internet sites and blogs to advertise for available positions. Once a

resume is sent to the school it is reviewed by administration and Instructional leaders. A group interview is conducted for qualified applicants. Applicants must hold a bachelor's degree and be eligible for a temporary certification or hold a state certification.

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

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

G-Star School of the Arts mentors new teachers through the Educator Support Program (ESP); the program is facilitated by reading coach, Dr. April Leach. The ESP program provides a consistent and thorough induction program, and allowed new teachers a safe and welcoming atmosphere to seek help from their mentors while also providing structure for their new cohort of peers to build camaraderie among each other. New teachers are offered opportunities to have substitutes provided by the school in order to observe other teachers in the classroom, and have frequent personal meetings with the principal and other members of school leadership.

Generally, new teachers are mentored by their instructional leaders whom are experienced in the classroom, familiar with the subject specific content, and are able to help induct new teachers into G-Star's unique school culture and pedagogy.

Mentor duties involve weekly check-ins, monthly meetings, classroom observations, and technology training.

Instructional Leaders by department are as follows:

World Language Department, Paola Branda
Social Science Department, Blake Crane
Film & Digital Media Department, Robert McClory
Mathematics Department, Guido Andrada & David Beckman
PE/Health Department, Jane Murphy
Reading Department, Dr. April Leach
Science Department, Kristina Boss
Theatre Department, Brian Edgecomb
English Language Arts Department, Janice Webber & Emily Snedeker

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

G-Star School of the Arts is a benchmark and standards based driven institution. Teachers and administration spend considerable effort to support a Florida Standards based curriculum by utilizing a myriad of instructional materials in order to best facilitate students' learning and teach the skills necessary for students to become life-long autonomous learners. G-Star School of the Arts creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings

and promote opportunities for growth in instructional practice, curriculum, and the standards. G-Star pedagogy guides our curricula and instructional programs to help students understand that learning does not exist in a vacuum and programs align best to the overall aims of the Florida Standards by offering a truly cross-curricular approach.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

G-Star is not only a benchmark driven school, but also committed to making data driven decisions. Teachers utilize their common planning time in order to review and plan based on individual aggregated student-data. Teachers modify lesson plans to accommodate areas for improvement and move forward in areas where students are successful. Formative evaluations help with daily decisions and summative assessments are common across specific curriculum.

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

Strategy: Weekend Program

Minutes added to school year: 1,920

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

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

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Collins, Kim, kcollins@gstarschool.org

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

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

Strategy: Extended School Day

Minutes added to school year: 4,500

In-School Lunch Tutoring

Strategy Rationale

Students are given 30 minutes daily for tutoring.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Collins, Kim, kcollins@gstarschool.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Data is analyzed for learning gains and specific trends within a cohort. Adjustments to curriculum are made accordingly. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

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

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

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

G-Star students are given the opportunity to take Digital Media Film Production, Digital Media 3-D Animation Production, Drama, World Language, International Baccalaureate (IB) and Advanced Placement courses. In these courses, students obtain real world experience and skills that are directly linked to their future careers. Industry certification exams, AP exams, IB exams and dual enrollment classes give students the opportunity to earn college credit and industry certifications.

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

G-Star School of the Arts provides incoming all incoming freshmen with a course culminating in a Microsoft Office Certification; the courses also provides students with a solid foundation in learning via a blended curriculum, as many higher educational institutions now offer much of their coursework in this fashion. This course prepares students for life as a high school student and in academic and social skills needed to be successful at the postsecondary level.

G-Star School based team reviews and provides assistance to specific students as needed. Additionally after school, in-school lunch tutoring and Saturday clinics provide students with additional assistance.

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Increase percentage of 9th and 10th grade students making learning gains on the ELA FSA by 3%.
- G2.** The math goal for this year is to increase learning gains by 3% in Algebra 1, geometry, and algebra II. The target will be for all students with an overall emphasis for the low 25%.

Strategic Goals Detail

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

G1. Increase percentage of 9th and 10th grade students making learning gains on the ELA FSA by 3%. 1a

 G084033

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	3.0

Targeted Barriers to Achieving the Goal 3

- Students already at risk have challenges accessing reading material outside of school

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Elie Alkobey

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Accountability Spreadsheet, FSA Scores, Common Assessment data.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Elie Alkobey

Schedule

On 6/1/2017

Evidence of Completion

FSA EOC Scores, Common benchmark assessment data.

G2. The math goal for this year is to increase learning gains by 3% in Algebra 1, geometry, and algebra II. The target will be for all students with an overall emphasis for the low 25%. 1a

 G084034

Targets Supported 1b

Indicator	Annual Target
Math Gains	3.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Elie Alkobey

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teachers will utilize the data gathered by the different assessment tools and will adjust educational material and teaching strategies as needed. Summer planning will review a year's worth of data and create a plan for the next school year.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Increase percentage of 9th and 10th grade students making learning gains on the ELA FSA by 3%. **1**

 **G084033**

G1.B1 Students already at risk have challenges accessing reading material outside of school **2**

 **B223284**

G1.B1.S1 Students will receive Time Reading practice in their core area subjects. Teachers will also communicate with families in order to promote the use of reading and reinforce above grade level exposure outside of school. **4**

 **S235586**

Strategy Rationale

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

Action Step 1 **5**

Teachers will receive guidance helping to incorporate reading practice in their core area subjects, not only in ELA courses. A professional learning community will be maintained through the school year for continuous school improvement and to guide us through the process of accreditation. Writing, reading and math across the curriculum will be introduced during professional development and through modeling, teachers will share best teaching practices. Included in professional development will be various methods to integrate technology into the classroom.

Person Responsible

April Leach

Schedule

Every 3 Weeks, from 8/15/2016 to 8/15/2016

Evidence of Completion

Common Benchmark Assessments, Accountability Spreadsheet, Classroom Walkthrough, Observations and Teacher Portfolios.

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

Classroom Walkthroughs, administration participation in common planning, and accountability reporting/reviews.

Person Responsible

Elie Alkobey

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Common assessments, FSA EOC assessments, accountability reports, diagnostic and formative assessment results.

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

Classroom walkthroughs, Informal & formal observations, Accountability Spreadsheet.

Person Responsible

Kim Collins

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Common assessments, FSA EOC assessments, accountability reports, diagnostic and formative assessment results.

G2. The math goal for this year is to increase learning gains by 3% in Algebra 1, geometry, and algebra II. The target will be for all students with an overall emphasis for the low 25%. **1**

 G084034

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

 B223286

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

 S235587

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Elie Alkobey

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Monitor Accountability Spreadsheet for Common Benchmark Assessment Information.

Person Responsible

Elie Alkobey

Schedule

On 6/2/2017

Evidence of Completion

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

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

Review Assessment data monthly to determine progress and adjust instructions as needed during common planning. Classroom Walkthroughs and observations.

Person Responsible

Elie Alkobey

Schedule

On 6/2/2017

Evidence of Completion

Common assessment review, EDW reports, prior year data

G2.B2 Struggling students are unable to understand the material outside of the school campus. 2

 B223287

G2.B2.S1 Teachers will identify benchmarks deficiencies and provide additional practice through daily warm ups. Daily warm ups for math will be across the curriculum. 4

 S235588

Strategy Rationale

Through the usage of guided daily warm ups teachers will be able to identify and differentiate learning for students that are not fully understanding the materials. Carrying math across the curriculum will stress that math is important in all areas.

Action Step 1 5

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

Person Responsible

Elie Alkobey

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Review common assessment data, review diagnostic data, review EDW reports and based on data evaluate effectiveness of lessons and adjust instructions as needed.

Person Responsible

Elie Alkobey

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common Benchmark Assessments, Accountability Spreadsheet and EDW reports

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

Common Benchmark Assessments, Accountability Spreadsheet, Classroom Walkthroughs and observations.

Person Responsible

Ryan Blanton







Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Common Benchmark Assessment & Math FSA EOC Scores.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1  A303755	Teachers will receive guidance helping to incorporate reading practice in their core area subjects,...	Leach, April	8/15/2016	Common Benchmark Assessments, Accountability Spreadsheet, Classroom Walkthrough, Observations and Teacher Portfolios.	8/15/2016 every-3-weeks
G1.MA1  M309010	EDW reports on lowest 25% of the class, Classroom Walkthroughs, Common Assessment Data,...	Alkobey, Elie	8/15/2016	Accountability Spreadsheet, FSA Scores, Common Assessment data.	6/1/2017 monthly
G1.MA2  M309011	Data from all Common Benchmark assessment will be used to adjust educational strategies.	Alkobey, Elie	8/15/2016	FSA EOC Scores, Common benchmark assessment data.	6/1/2017 one-time
G1.B1.S1.MA1  M309008	Classroom walkthroughs, Informal & formal observations, Accountability Spreadsheet.	Collins, Kim	8/15/2016	Common assessments, FSA EOC assessments, accountability reports, diagnostic and formative assessment results.	6/1/2017 monthly
G1.B1.S1.MA1  M309009	Classroom Walkthroughs, administration participation in common planning, and accountability...	Alkobey, Elie	8/15/2016	Common assessments, FSA EOC assessments, accountability reports, diagnostic and formative assessment results.	6/1/2017 monthly
G2.B2.S1.MA1  M309014	Common Benchmark Assessments, Accountability Spreadsheet, Classroom Walkthroughs and observations.	Blanton, Ryan	8/15/2016	Common Benchmark Assessment & Math FSA EOC Scores.	6/1/2017 weekly
G2.MA1  M309016	Teachers utilize the data gathered by the different assessments tools and will adjust educational...	Alkobey, Elie	8/15/2016	Teachers will utilize the data gathered by the different assessment tools and will adjust educational material and teaching strategies as needed. Summer planning will review a year's worth of data and create a plan for the next school year.	6/2/2017 monthly
G2.B1.S1.MA1  M309012	Review Assessment data monthly to determine progress and adjust instructions as needed during...	Alkobey, Elie	8/15/2016	Common assessment review, EDW reports, prior year data	6/2/2017 one-time
G2.B1.S1.MA1  M309013	Monitor Accountability Spreadsheet for Common Benchmark Assessment Information.	Alkobey, Elie	8/15/2016	Algebra I FSA EOC Scores, Algebra II FSA EOC Scores, Geometry FSA EOC Scores, Diagnostics	6/2/2017 one-time
G2.B1.S1.A1  A303756	Math teachers will provide opportunities to assist students that are not performing at benchmark...	Alkobey, Elie	8/15/2016	Common Benchmark Assessments, Math FSA EOC Scores, Accountability Spreadsheet.	6/2/2017 monthly
G2.B2.S1.MA1  M309015	Review common assessment data, review diagnostic data, review EDW reports and based on data...	Alkobey, Elie	8/15/2016	Common Benchmark Assessments, Accountability Spreadsheet and EDW reports	6/2/2017 monthly
G2.B2.S1.A1  A303757	Teachers will provide guided practice of each benchmark through lesson plans, daily instruction and...	Alkobey, Elie	8/15/2016	Review Assessment data monthly to determine progress. Review diagnostics data and evaluate effectiveness of lesson and adjust instructions as needed. Classroom walkthroughs and observations.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Increase percentage of 9th and 10th grade students making learning gains on the ELA FSA by 3%.

G1.B1 Students already at risk have challenges accessing reading material outside of school

G1.B1.S1 Students will receive Time Reading practice in their core area subjects. Teachers will also communicate with families in order to promote the use of reading and reinforce above grade level exposure outside of school.

PD Opportunity 1

Teachers will receive guidance helping to incorporate reading practice in their core area subjects, not only in ELA courses. A professional learning community will be maintained through the school year for continuous school improvement and to guide us through the process of accreditation. Writing, reading and math across the curriculum will be introduced during professional development and through modeling, teachers will share best teaching practices. Included in professional development will be various methods to integrate technology into the classroom.

Facilitator

April Leach

Participants

Instructional Faculty

Schedule

Every 3 Weeks, from 8/15/2016 to 8/15/2016