2013-2014 SCHOOL IMPROVEMENT PLAN

Carp
5400 EAST AVE
West Palm Beach, FL 33407
561-494-0031
http://www.palmbeachschools.org/9304/djjyouthserviceshome.asp

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	No	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
Yes	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

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.

Table of Contents

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 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

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

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

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

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
Carp

Principal
Dr. Angela Bess, Director

School Advisory Council chair
Angela Clarke

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

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

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 ___% 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 ___% School Board Employee
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 2012-2013 school year, SAC members participated in data analysis and problem-solving related to development of the upcoming year School Improvement Plan. SAC members reviews 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 meeting 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 imporved 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 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 form 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 < 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
5

 # receiving effective rating or higher
(not entered because basis is < 10)

 # Highly Qualified Teachers
100%

 # certified in-field
5, 100%

 # ESOL endorsed
4, 80%

 # reading endorsed
2, 40%

 # with advanced degrees
2, 40%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
3, 60%

 # with 15 or more years of experience
2, 40%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 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 iis 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: Extended Day for All Students

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	Teacehr Support Facilitator
Leila Ajlani	Reading, SS Teacher
Rebecca Tedesco	English Teacher

How the school-based LLT functions

The purpose of the LLT is to build capacity fo 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 six 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 form 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

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 Students enrolled for six months and return to home school prior to graduation.

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)			60%
Students in lowest 25% making learning gains (FCAT 2.0)			70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5			90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			70%

Area 3: Mathematics

High School Mathematics

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			70%
Students in lowest 25% making learning gains (EOC)			80%

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

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

Parents will participate in one of the four evening schools orientation and transition meetings offered for parents . Parents will respond in writing to receipt and understanding of progress reports.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents participate in orientation.	0	0%	95%
Parents sign and acknowledge students progress reports.	0	0%	95%

Area 10: Additional Targets

Additional targets for the school

CARP School will infuse the content required by Floridian Statute1003.42(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. Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.

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. 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

Goals Detail

G1. Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.

Targets Supported

- 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, 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

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 CRISS 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

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

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 (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

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 webiste, 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 shits in English Language Arts and Literacy and in Mathematics. Understanding and changing students outcome expectations.

Plan to Monitor Progress Toward the Goal

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. 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 thre month stay)

Plan to Monitor Progress Toward the Goal

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

Action Plan for Improvement

Problem Solving Key

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

G1. Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.

G1.B1 Knowledge of appropriate reading strategies for students reading at different grade levels in the same classroom.

G1.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 with support in professional development for reading strategies.

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 G1.B1.S1

Observe planning

Person or Persons Responsible

AP

Target Dates or Schedule

once a month

Evidence of Completion

AP notes and comments in iObservation

Plan to Monitor Effectiveness of G1.B1.S1

observe classroom instruction, interim benchmards

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

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 shits 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 develement team members

Participants:

all instructioanl 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, iObservtion 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.

G3. 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

G3.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 thre month stay)

G3.B1.S1 Develop a model for review of student data and planning student conferences based on entry time.

Action Step 1

Create schedule for reviewing student data and data chats

Person or Persons Responsible

AP and school counselo

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 G3.B1.S1

Schedule with dates for each student after entering

Person or Persons Responsible

AP, school counsleor, 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 G3.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.

G3.B1.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 G3.B1.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 G3.B1.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

Coordination and Integration

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 shits 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 develement team members

Participants

all instructioanl 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

G3. 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

G3.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 thre month stay)

G3.B1.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.	Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.	$500
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.)	$500
G3.	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	$500
	Total	$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
Title I, school improvement funds	$500	$0	$500
Title I	$500	$500	$1,000
Total	$1,000	$500	$1,500

Budget Details

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

G1. Increase students' comprehension of content area grade level text. in students performing at Level 1 and 2 on FCAT.

G1.B1 Knowledge of appropriate reading strategies for students reading at different grade levels in the same classroom.

G1.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 with support in professional development for reading strategies.

Resource Type

Evidence-Based Materials

Resource

Professional development materials and supplies, tutorials

Funding Source

Title I

Amount Needed

$500

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 shits 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

Materials for teachrs, staff and studnets, tutoring for students,

Funding Source

Title I, school improvement funds

Amount Needed

$500

G3. 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

G3.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 thre month stay)

G3.B1.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

Resource Type

Evidence-Based Program

Resource

Materials and supplies for staff and students, tutoring for students,

Funding Source

Title I

Amount Needed

$500