

Seminole County Public Schools

Journeys Academy



2016-17 Schoolwide Improvement Plan

Journeys Academy

1722 W AIRPORT BLVD, Sanford, FL 32771

[no web address on file]

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)
Combination School 4-12	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	77%

School Grades History

Year	2017-18
Grade	

**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 is pending approval by the Seminole County School Board.

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 Journeys Academy

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.

Journeys Academy will effectively impact student achievement and personal growth by providing:

- an academically sound education
- positive behavior supports
- opportunities and structure

b. Provide the school's vision statement.

The individualized needs of our students are at the forefront of every decision we make, every word we say, and every action we take.

2. School Environment

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

The school learns about its students' cultures primarily through daily interactions within the classroom. This school year, the teachers at Journeys Academy are specifically focusing on cultivating more positive relationships with our students. Both our middle and high school students, along with our faculty, participated in Student Nondiscrimination Policy 5.10 Training in order to promote a culture which acknowledges and celebrates diversity; as well as, encourages personal expression. Moreover our faculty and staff participated in training to teach us to effectively deal with hostility in the workplace. Additionally, our behavior interventionist, school administration manager, and our instructional coach will facilitate professional development specifically aimed at classroom management and cultivating positive, supportive relationships within the academic setting. The assistant principal, along with select teachers, will also facilitate professional development involving KAGAN discipline strategies with the goal of promoting discipline which encompasses integrity, fairness, consistency, and student choice.

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

Supervision is provided before and after school with intensive supervision provided during lunch and transition periods. The campus is secured from outside entry by extensive fencing and visitors can only access the campus through the main office. The school promotes a firm anti-bullying stance and students, parents, and faculty are encouraged to report suspected instances to administration immediately. Students are provided an avenue for reporting, and substantiated cases are issued appropriate disciplinary sanctions. The principal ensures that the Leadership Team is provided opportunities to meet on a regular basis to discuss safety and environmental concerns and to present those concerns to administration for consideration and resolution. Journeys Academy also has a school resource officer on campus before, during, and after school to ensure campus safety and to assist with the assessment of students' physical and emotional safety needs.

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.

In order to minimize distractions and to maintain an environment conducive to learning, a graduated disciplinary process is utilized at Journeys Academy. The process includes the following steps:

- 1) Verbal Warning
- 2) Written Warning
- 3) Written Reflection (Processed with a counselor or administrator)
- 4) Discipline Referral

This school year, the Journeys Academy faculty received training in the implementation of a multi-tiered, behavioral system for students. Through the system, students are provided an opportunity to earn incentives and rewards as they progress through the levels by demonstrating appropriate campus and classroom behaviors.

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.

The leadership at Journeys Academy maintains an open door policy and students are encouraged to meet with their administrators and school counselors when classroom and personal/emotional issues arise. Additionally, faculty can initiate a referral for counseling for any student through use of a behavior intervention referral. The behavior interventionist provides counseling for students involved in the MTSS process. Through partnerships with New Horizons, The Grove Counseling Center, and Human Services Associates (HSA), students can receive individual, group, and crisis counseling as needed. In the event a student is in need of intensive support, outside referrals are completed for counseling and other related support services such as mentoring, case management, and parenting. Journeys is also increasing its dividend and volunteer base. These individuals provide chaperoning, one on one academic support, and enrichment activities for students.

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.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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	1	6	5	5	0	0	0	17
One or more suspensions	0	0	0	0	0	0	1	9	8	7	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	0	4	4	5	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	1	9	6	6	0	0	0	22

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	1	9	8	7	0	0	0	25

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

The parent/ guardian of all students who accrue two or more unexcused absences are contacted by phone to report absences. Beyond that point, the school follows the district's truancy policy with regards to reporting and referrals. High school students with course failures in ELA and math are provided an opportunity for credit retrieval through PLATO courses. Moreover the IReady program provides students and teachers with formative data in the areas of Alg. I & II and English. Achieve 3000 is also utilized for intensive reading instruction and support. This data is used to guide teacher instruction and student understanding of knowledge acquired. Moreover, both middle and high school students who have scored a Level 1 on statewide assessments are placed in an intensive reading course to support their identified deficit areas and provided an opportunity to and are encouraged to participate in these programs at home. All students participate in a graduated discipline process with the focus on reducing the number of discipline referrals which could result in possible reassignment or removal from the learning environment (in school suspension and out of school suspension). Interventions in the discipline process include warnings, reflection time, student conferences, peer mediation, behavior contracts, etc. Students with two or more indicators are also assigned an adult mentor who meets with the student bi-weekly to monitor both academic and behavioral progress. The mentors meet with the leadership twice per month to discuss student progress and determine additional strategies and interventions which may provide additional support for students.

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?

Yes

1. PIP Link

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

2. Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2)

inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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.

Journeys Academy annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and interventions. Journeys will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate on the SAC Board, (6) inviting families to attend meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events via call-out system, (9) and numerous other out-reach strategies developed by school staff.

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. In addition, faith-based leaders are invited to form relationships with our school.

The leadership team at Journeys Academy utilizes the SCPS dividends program to garner extra emotional and academic support for students. Journeys also works with the ESSS department to secure additional resources for students and their families. Through the partnerships which the ESSS department has with area businesses, corporations, and organizations, Journeys is able to furnish its students with items such as school supplies, clothing, and more. Additionally, relationships with community, faith-based groups are cultivated to assist with the refurbishing of school facilities and the provision of food/resources for families in need. School counselors have developed partnerships with multiple community-based, social service organizations who facilitate information sessions on our campus and link students/families to needed resources.

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
Bevan, Kenny	Principal
Vickers, Tameria	School Counselor
Sanks, Twyla	School Counselor
Russo, Grace	Other
Benjamin, Kawanya	Assistant Principal
Mandy, Sheila	Administrative Support

b. Duties

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

The Assistant Principal oversees the MTSS process and the problem solving team. The school counselors in both the middle and high school initiate the MTSS process for our identified students after recommendations have been made from accrued data from school staff. The principal, working with the SAC chairperson, and the rest of the members of SAC, meet regularly throughout the year to discuss progress monitoring data and review the implementation of the core changes made. This group also interacts with the school leadership team to make sure that thought processes from all sides are being considered.

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.

Journeys Academy annually reviews budgets and expenditures as well as student and teacher data to ensure the school is adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Journeys Academy will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kenny Bevan	Principal
Renee Pierce	Teacher
Stu Walthers	Business/Community
Jeff Sonksen	Business/Community
Tom Breckwoldt	Business/Community
Sheila Mandy	Education Support Employee
Adrienne Fuller	Education Support Employee
Mr. Pierce	Business/Community
Kawanya Isom	Education Support Employee
Lelani Wheaton	Student
Willie Bell Cotton	Parent
Tyronise Thorton	Parent
Mr. Lorenzo Phillips	Teacher
Christopher Yost	Teacher

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

Our School Advisory Council (SAC) is provided with updates annually on how our school performed in the different high-stakes areas which correlates to our school improvement plan and school grade. The SAC addresses any needs requested from our faculty, staff, and students to ensure that at all times academic achievement is kept at the forefront. Our SAC committee, addresses any weaknesses and/or strengths from our school data to ensure that we maintain our focus with our school improvement plan.

b. Development of this school improvement plan

The SAC at Journeys Academy typically meets the last Tuesday of the month to review data and examine the progress of the action plans. During the 2nd semester there are usually 2-3 meetings to review of progress monitoring data as well as the progress of the action plans. During the last meeting in the 2nd semester, and usually one summer meeting, goals and action plans begin to take shape as more data becomes available.

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

The SAC meets at the onset of the school year to review budget status and to discuss plans of action for the upcoming school year.

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

Since Journeys is a very small school, and we usually receive less than \$400 in funds, it is usually used to fund one specifically identified need within the school. Last year funds were allocated to purchase uniform shirts for students. Funds are issued/allocated as requests are received from instructional staff, the PBS team, etc. and requests are approved based on their alignment with the school improvement plan.

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.

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
Benjamin, Kawanya	Assistant Principal
Lynah, Daphne	Teacher, K-12
Richardson, Brenda	Teacher, K-12
Lias, Richard	Teacher, K-12
Perez, Miriam	Teacher, K-12
Fisher, Rasheeda	Teacher, K-12
Ebaugh, Susan	Teacher, K-12

b. Duties

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

There are 3 major initiatives for this PLC/LLT this year:

1) Developing proficiency in extracting and using data to differentiate instruction. The obvious key to differentiating instruction is the understanding of what students know and don't know, and what they know how to do versus what they don't know how to do. In using I-Ready, which is data driven differentiated, personalized instruction and Achieve 3000, which is differentiated reading instruction in the classroom, teachers will have immediate feedback on student gains. This allows teachers to target student specific needs in reading.

2) Develop a comprehensive, school-wide vocabulary program. Data from FCAT, FSA and previous progress monitors show that the students at Journeys have low ELA test scores. Having a school-wide vocabulary program, which will encompass all cross-curriculum teachers and staff, the student will be able to use feedback from various teachers to understand the language of the subjects they are learning. Moreover, write, rewrite, and produce a final paper in each English class that demonstrates the ability to produce a clear and coherent writing, organization, and style appropriate for task, purpose, and audience.

3) Analyze and compare data in PLCs to determine best practices for teaching students. To gather this data, teachers will track individual student mastery of the standards for the course they teach.

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.

Teachers are provided multiple opportunities to collaborate with one another throughout the course of the week. Teachers meet in professional learning communities (PLC) to look at data, discuss instructional best practices, analyze student work samples, etc. Also, Journeys Academy's school-wide vocabulary plan involves a collaborative, cross-curricular approach which promotes inclusion of all content area teachers. The teaching of vocabulary is not simply accomplished through the confines of ELA classes; rather, all teachers guide and coach all students through understanding and comprehending the language of the subject they teach.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

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.

Data from previous year's state assessments is used to determine student placement in intensive reading and math courses for middle and high school students. Additionally, results from progress monitoring assessments (iReady) are used to guide instruction in ELA and mathematics classes. Achieve 3000 is also utilized to monitor acquisition of reading skills. Deficit areas are noted and instruction is adjusted to address those areas of deficit. Counselors also routinely review the transcripts of high school students. Students who are in need of course acceleration and credit retrieval are placed in PLATO and Florida Virtual School courses to address those needs.

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: Before School Program

Minutes added to school year: 3,600

Beginning Second Semester of the 2016-2017 School year Journeys Academy will offer a BEFORE SCHOOL CREDIT RECOVERY AND TUTORIAL PROGRAM – This program will take place two days a week for 60 minutes each day for 30 weeks of the school year. Students with Reading and/or Math FSA scores for the previous year which were not proficient (Level 1 & 2) are eligible to participate. Tutors are responsible for developing a tutoring plan based on the skills that need to be addressed according to each student's standardized test report and the data received from ongoing progress monitoring 3 times a year in both Reading and Math. Tutors are required to adjust their tutoring plan based on performance data.

Strategy Rationale

By providing students with an opportunity to work in smaller, more individualized settings and focus on targeted, pre-determined deficit areas, this will increase the likelihood of improved success on standardized, high-stakes testing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Benjamin, Kawanya, kawanya_isom@scps.k12.fl.us

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

Initial data will come from the student's individual iReady information for the previous semester. A decision will be made on what skills are most critical to the students' improvement and success. In addition, a review will be done on the student's previous year's progress monitor for each area (standardized testing) to see if the deficiencies match. Then tutors will analyze the year's progress monitors (standardized testing) to see if the tutoring is having the desired effect.

Strategy: Before School Program

Minutes added to school year:

On Mondays our teachers participate in an eCampus technology PD. In this course teachers learn how to maneuver the program, and they acquire strategies to facilitate digital learning for their students. They are given program updates.

Strategy Rationale

The use of eCampus in teacher classrooms will allow teachers to better provide differentiated opportunities for students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Benjamin, Kawanya, kawanya_isom@scps.k12.fl.us

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

Teachers will complete a survey to determine how effective the use of eCampus is in their classrooms.

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.

The counseling staff of Journeys Academy reviews the transcripts of incoming students to ensure completion of testing and course requirements specific to their graduation cohort. Attendance and grade reports for all rising ninth graders are reviewed to make determinations for participation in the district's summer high school transition program. At risk students who are eligible for this program have the opportunity to be promoted to the ninth grade pending successful program completion. Also, they have the opportunity to enter high school with select credits in English and mathematics which are completed within the transition program.

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.

Our small school, limited number of teachers and offerings, and the short duration of stay by our students prevents us from being as wide-ranging as some of the institutions we serve. We review students' academic histories, on both the guidance and administrative level. From here we begin to help students plan their next steps for school and work.

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

As a small alternative middle and high school, Journeys Academy addresses the college and career readiness of our students by providing elective coursework for students in career research and for

high school students there is coursework in job skills. Moreover, we now have an automotive class. One of the main objectives of the instructor is to help students acquire skills to obtain employment after the completion of his courses.

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

Some of our strategies include ensuring that students have the right coursework to first, graduate from high school, and secondly, to be prepared for post-secondary studies. In addition, we try to make sure that students have bridge math and science courses to ensure that they have skills to progress at the next level. Finally, we provided intensive math and reading coursework for students to enable them to have access to the information and skills needed to graduate and move to the next level.

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.

In an effort to increase the likelihood of high school students earning their high school diploma and pursuing post secondary studies, Journeys offers multiple virtual school options for credit retrieval and course acceleration. Journeys also has provided a Critical Thinking course which provides curriculum and instruction in ACT/SAT preparation, study skills, and more.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Administrators and Teachers at Journeys Academy and at the district office will (a) seek to develop appropriate relationships with students, parents, and each other; and (b) implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math.

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. Administrators and Teachers at Journeys Academy and at the district office will (a) seek to develop appropriate relationships with students, parents, and each other; and (b) implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math. **1a**

G086332

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	
Math Gains	
5Es Score: Ambitious Instruction	65.0
Discipline incidents	600.0
Attendance rate	85.0

Targeted Barriers to Achieving the Goal **3**

- General lack of parent support and involvement
- Teachers not using differentiated, effective disciplinary interventions that keep insolent students in the classroom - chronic discipline issues
- Automated call system utilized but the numbers of parents change often
- High percentage of students don't feel comfortable in school and do not feel connected to the school environment
- Many teachers are the sole instructor in their grade level discipline
- Most teachers have 3 or more preps
- Lack of knowledge and implementation of effective instructional strategies

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development
- MTSS
- Student Study Teams
- Para-Professionals
- Mentors
- FCA
- Full-time psychologist
- Teacher/Counselor phone calls
- Counselor/Social Worker attendance reminders
- Administration warning letters
- Recognition/Incentives
- Parent Orientation Reminders
- Behavior Professional Development

- Ongoing Professional Development using district and school resources.
- Title 1, District EST
- PLC's
- Mentor relationships with core teachers in other schools in our area
- IReady
- Achieve 3000
- Khan Academy

Plan to Monitor Progress Toward G1. 8

Weekly tracking of environmental issues such as referrals, suspensions, arrests, fights, etc.

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/28/2016 to 5/31/2017

Evidence of Completion

Weekly reports sent to Executive Director and to school Leadership Team

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. Administrators and Teachers at Journeys Academy and at the district office will (a) seek to develop appropriate relationships with students, parents, and each other; and (b) implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math. **1**

 G086332

G1.B1 General lack of parent support and involvement **2**

 B229399

G1.B1.S1 Provide more meaningful programs and enticements to parents and guardians to attend our Parent Nights during the year. **4**

 S241979

Strategy Rationale

Parents become more aware of their role in the partnership relationship with Journeys and can receive more information regarding community resources available to support the student and their family.

Action Step 1 **5**

Survey parents to find out what information and access they need to be more effective parents to their students

Person Responsible

Tamera Vickers

Schedule

Quarterly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Actual surveys and the responses

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

Plan and execute the information and access that parents/guardians requested

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 8/24/2016 to 5/22/2017

Evidence of Completion

Agendas for each program should reflect what was requested or noted in surveys

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

Responding to requests and input from parents/guardians should lead to an increase in attendance at Parent Program events

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 8/24/2016 to 5/23/2017

Evidence of Completion

The number/percentage of participation increases at Parent/Guardian events

G1.B1.S2 To increase opportunities for parents/guardians to interact with school personnel for both academic and behavioral issues **4**

 S241980

Strategy Rationale

By providing multiple opportunities for parents to interact with faculty and receive information regarding disciplinary interventions and academic goals, parents are better positioned to support their students. They are more aware of school initiatives which are specifically aimed at minimizing disciplinary issues and increasing student achievement; thereby, supporting school efforts.

Action Step 1 **5**

Using the call out system to remind parents of school events and to provide invitations to become dividends. Working with the SAC committee and Leadership team to create more opportunities for parent involvement.

Person Responsible

Kawanya Benjamin

Schedule

Monthly, from 9/1/2016 to 5/13/2017

Evidence of Completion

The number of volunteers that are added to our list of Dividends each month

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

SAC reviews the program and attendance of each quarterly event

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 8/29/2016 to 5/23/2017

Evidence of Completion

Minutes of SAC meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Compare attendance of quarterly events with previous events and track data of referrals and suspension in comparison to previous years

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/16/2015 to 5/27/2016

Evidence of Completion

Data reported to SAC and Faculty in a report

G1.B2 Teachers not using differentiated, effective disciplinary interventions that keep insolent students in the classroom - chronic discipline issues **2**

 B229400

G1.B2.S1 Plan and implement new interventions that would decrease the need for discipline referrals **4**

 S241981

Strategy Rationale

By providing alternative interventions to address student behaviors, the number of discipline referral should decrease and student engagement/achievement should increase

Action Step 1 **5**

Implement a tiered, behavioral level system which focuses on recognition of positive behaviors through rewards, privileges, and incentives

Person Responsible

Grace Russo

Schedule

Biweekly, from 9/4/2016 to 5/27/2017

Evidence of Completion

Successful tiered, level system

Action Step 2 **5**

Develop a "point system" approach to reinforce positive behaviors in the middle and high school buildings

Person Responsible

Grace Russo

Schedule

Weekly, from 9/4/2016 to 5/20/2017

Evidence of Completion

Successful implementation of the point system and increased student participation in the system

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

Quarterly reviews of the level and point systems

Person Responsible

Grace Russo

Schedule

Quarterly, from 9/4/2016 to 5/6/2017

Evidence of Completion

Agendas/minutes from the meetings notes with suggestions for change and improvement

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

Weekly review of environmental factors such as referrals, suspensions, fights, arrests, etc.

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/28/2016 to 5/31/2017

Evidence of Completion

Weekly Environmental Report sent to Leadership Team and Executive Director

G1.B3 Automated call system utilized but the numbers of parents change often **2**

 B229401

G1.B3.S1 Student information is updated as often as possible and used to call parents to remind them about important events that take place at school. **4**

 S241982

Strategy Rationale

Parents are often busy and reminders are necessary.

Action Step 1 **5**

At interval during the school year have students\parents update personal information

Person Responsible

Sheila Mandy

Schedule

Evidence of Completion

School secretary will collect student data forms and changes will be sent to school ATS

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Review of automated system's no contact data


Person Responsible

Sheila Mandy


Schedule

Evidence of Completion

G1.B4 High percentage of students don't feel comfortable in school and do not feel connected to the school environment **2**

 B229402

G1.B4.S1 Provide one to one interventions by counselors, mentors, dividents, and social workers with students who show indications of discomfort in a school setting. **4**

 S241983

Strategy Rationale

Students who have personal connections with adults on campus are more likely to attend if they have a support system and realize that others care about their emotional and physical well-being

Action Step 1 **5**

Identify students who are not be successful at school for academic or behavioral reasons

Person Responsible

Grace Russo

Schedule

Weekly, from 9/4/2016 to 5/13/2017

Evidence of Completion

Queries of student attendance, academic, and behavioral data.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Quarterly review of the student referral process

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Report made to School Leadership Team each nine weeks

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Regular review of environmental factors (attendance, referrals, suspensions and grades)

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

School Environmental Review is an agenda item for School Leadership Team and discussed

G1.B4.S2 Provide programs and classes for parents and students designed to encourage, educate and challenge students to make a strong effort to be successful in each class. 4

 S241984

Strategy Rationale

Parents of at risk students often do not know how to effectively and appropriately support them. By educating parents and providing referrals to community-based support services, they will be more likely to acquire additional skills to support their students behaviorally and academically.

Action Step 1 5

Have scheduled opportunities for students to be trained and motivated to stay focused on their education (held during Parent Night events)

Person Responsible

Tamera Vickers

Schedule

Semiannually, from 8/22/2016 to 5/23/2017

Evidence of Completion

Plan for programs made available to parents once per semester

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Have the School Leadership Team review the attendance and content of these programs

Person Responsible

Tamera Vickers

Schedule

Semiannually, from 8/22/2016 to 5/31/2017

Evidence of Completion

This review will be an agenda item for School Leadership Team meetings and will be discussed

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Review Environmental Data (attendance, referrals, suspensions, grades) on regular basis

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agenda item for School Leadership Team meetings and then discussed

G1.B5 Many teachers are the sole instructor in their grade level discipline **2**

 B229403

G1.B5.S1 Connecting our teachers with peers from neighboring MS and HS schools who teach the same coursework. **4**

 S241985

Strategy Rationale

Collaboration with colleagues will provide opportunities for teachers to gather and/or share ideas on instruction, class management, etc.

Action Step 1 **5**

Contact nearby MS and HS to set up collaborations for each teacher.

Person Responsible

Kawanya Benjamin

Schedule

Quarterly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Each Journeys teacher will be required to keep a log of the contacts with their peers, the resources being shared, and a synopsis of the value of each actual visit.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Teacher will provide the Assistant Principal a record of each contact with colleague/peer.

Person Responsible

Kawanya Benjamin

Schedule

Quarterly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Checklist kept by Assistant Principal.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Improved assessment and high-stakes test scores

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/31/2016 to 6/30/2017

Evidence of Completion

Comparison of new versus previous test scores

G1.B5.S2 Grade level PLC's analyze student discipline data and cooperatively plan and implement instruction that meets the needs of individual students as well as common needs of our students. 4

 S241986

Strategy Rationale

Through the review of student data, teachers can make educated decisions on the adjustment and focus of instruction to address deficits in student learning/skills.

Action Step 1 5

Through professional development at Journeys, teachers learn how to understand and use data to guide their instruction. Each teacher is assigned to an appropriate PLC: Science & Math or English, Reading, & Social Studies

Person Responsible

Kawanya Benjamin

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Each teacher is assigned and PLCs are actually meeting

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

PLC's are required to turn in an agenda, roster, and discussion notes after each meeting

Person Responsible

Kawanya Benjamin

Schedule

Weekly, from 9/5/2016 to 5/11/2017

Evidence of Completion

Actual copy of agenda, roster, and notes turned in to Assistant Principal

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Review instructional strategies on lesson plans and during informal classroom visits

Person Responsible

Kawanya Benjamin

Schedule

Weekly, from 8/22/2016 to 5/21/2017

Evidence of Completion

Comments on I-Observation after each informal classroom visit

G1.B6 Most teachers have 3 or more preps **2**

 B229404

G1.B6.S1 PLC's include teachers from similar disciplines to help each other productively access student data and cooperatively plan and implement instruction that meet common needs of our students. **4**

 S241987

Strategy Rationale

Collaboration with colleagues will provide opportunities for teachers to gather and/or share ideas on instruction, class management, etc.

Action Step 1 **5**

Utilize PLC's

Person Responsible

Kawanya Benjamin

Schedule

Weekly, from 8/22/2016 to 5/10/2017

Evidence of Completion

Teams chosen and chairpersons have been selected

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Require agenda and minutes from each PLC meeting

Person Responsible

Kawanya Benjamin

Schedule

On 5/10/2017

Evidence of Completion

Assistant Principal receives copy of agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Monitor improvement in student IReady and Achieve 3000 scores

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/17/2016 to 5/14/2017

Evidence of Completion

Regular increases in IReady and Achieve 3000 scores

G1.B6.S2 From neighboring MS and HS schools, assign mentors for our teachers who teach the same coursework. 4

 S241988

Strategy Rationale

Collaboration with colleagues will provide opportunities for teachers to gather and/or share ideas on instruction, class management, etc.

Action Step 1 5

Contact neighboring schools to setup mentor teachers

Person Responsible

Kenny Bevan

Schedule

On 5/10/2017

Evidence of Completion

Each teacher is assigned and mentor and goes to that teacher's school to observe them for a day

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Have teachers provide a short review of their visit and their take-aways from their observation

Person Responsible

Kawanya Benjamin

Schedule

Semiannually, from 11/18/2016 to 5/10/2017

Evidence of Completion

Visit summaries provided to Assistant Principal

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Changes in instructional and assessment strategies reflected in their lesson plans and in their actual instruction as observed during informal visits.

Person Responsible

Kenny Bevan

Schedule

Biweekly, from 10/28/2016 to 5/11/2017


Evidence of Completion

Noted in lesson plans and seen during regular informal classroom visits

G1.B7 Lack of knowledge and implementation of effective instructional strategies **2**

 B229405

G1.B7.S1 Have teachers observe strong, effective, veteran mentor teachers at other schools **4**

 S241989

Strategy Rationale

Through observation of veteran teachers, Journeys teachers will increase their repertoire of effective classroom strategies and instructional best practices

Action Step 1 **5**

Professional Development opportunities will provide teacher with collaborative strategies. Contact will be made with middle and high schools close to Journeys to setup collaboration opportunities for each teacher.

Person Responsible

Kenny Bevan

Schedule

Monthly, from 10/3/2016 to 5/10/2017

Evidence of Completion

Teachers meet with collaboration teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Have teachers provide written overview of what they learned and received from their mentors on their visits

Person Responsible

Kawanya Benjamin

Schedule

Monthly, from 11/18/2016 to 5/10/2017

Evidence of Completion

Written documentation provided to the Instructional Coach/Assistant Principal

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Look for change instructional strategies and activities in lesson plans and in actual instruction

Person Responsible

Kawanya Benjamin


Schedule

Weekly, from 10/28/2016 to 5/11/2017

Evidence of Completion

Conversations after walk-throughs will indicate what changes have been made

G1.B7.S2 Increase professional development opportunities for teachers to improve the number of instructional options in their instructional tool box 4

 S241990

Strategy Rationale

Most teachers are motivated to improve their instructional practices and if provided the opportunity to focus on specific, targeted strategies the likelihood of their efficacy will increase.

Action Step 1 5

The Journeys Academy Professional Development plan for the year includes a minimum of two inservices each month focusing on instructional skills. Also teachers receive an instructional newsletter each week.

Person Responsible

Kawanya Benjamin

Schedule

Monthly, from 9/28/2016 to 5/11/2017

Evidence of Completion

Written plan on Share Drive for access by all JA Staff

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Ensure that in-services are planned, registered, and then communicated to JA Staff

Person Responsible

Kenny Bevan

Schedule

Monthly, from 9/5/2016 to 5/31/2017

Evidence of Completion

The in-services are enacted and appropriate PD paperwork is completed and filed.

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Changes in instructional strategies should be evident in lesson plans and in actual instruction

Person Responsible

Kenny Bevan

Schedule

Weekly, from 9/5/2016 to 5/11/2017

Evidence of Completion

Evidence should be found in lesson plans and observed and recorded during walk-throughs

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.B3.S1.MA1 M323059	Review of automated system's no contact data	Mandy, Sheila	No Start Date		No End Date one-time
G1.B3.S1.A1 A313228	At interval during the school year have students\parents update personal information	Mandy, Sheila	No Start Date	School secretary will collect student data forms and changes will be sent to school ATS	No End Date one-time
G1.B1.S2.MA1 M323055	Compare attendance of quarterly events with previous events and track data of referrals and...	Bevan, Kenny	10/16/2015	Data reported to SAC and Faculty in a report	5/27/2016 quarterly
G1.B2.S1.MA1 M323058	Quarterly reviews of the level and point systems	Russo, Grace	9/4/2016	Agendas/minutes from the meetings notes with suggestions for change and improvement	5/6/2017 quarterly
G1.B6.S1.MA1 M323069	Require agenda and minutes from each PLC meeting	Benjamin, Kawanya	8/25/2016	Assistant Principal receives copy of agenda and minutes	5/10/2017 one-time
G1.B6.S1.A1 A313233	Utilize PLC's	Benjamin, Kawanya	8/22/2016	Teams chosen and chairpersons have been selected	5/10/2017 weekly
G1.B7.S1.MA1 M323073	Have teachers provide written overview of what they learned and received from their mentors on...	Benjamin, Kawanya	11/18/2016	Written documentation provided to the Instructional Coach/Assistant Principal	5/10/2017 monthly
G1.B7.S1.A1 A313235	Professional Development opportunities will provide teacher with collaborative strategies. Contact...	Bevan, Kenny	10/3/2016	Teachers meet with collaboration teachers	5/10/2017 monthly
G1.B6.S2.MA1 M323071	Have teachers provide a short review of their visit and their take-aways from their observation	Benjamin, Kawanya	11/18/2016	Visit summaries provided to Assistant Principal	5/10/2017 semiannually
G1.B6.S2.A1 A313234	Contact neighboring schools to setup mentor teachers	Bevan, Kenny	10/3/2016	Each teacher is assigned and mentor and goes to that teacher's school to observe them for a day	5/10/2017 one-time
G1.B7.S1.MA1 M323072	Look for change instructional strategies and activities in lesson plans and in actual instruction	Benjamin, Kawanya	10/28/2016	Conversations after walk-throughs will indicate what changes have been made	5/11/2017 weekly
G1.B5.S2.MA1 M323067	PLC's are required to turn in an agenda, roster, and discussion notes after each meeting	Benjamin, Kawanya	9/5/2016	Actual copy of agenda, roster, and notes turned in to Assistant Principal	5/11/2017 weekly
G1.B6.S2.MA1 M323070	Changes in instructional and assessment strategies reflected in their lesson plans and in their...	Bevan, Kenny	10/28/2016	Noted in lesson plans and seen during regular informal classroom visits	5/11/2017 biweekly
G1.B7.S2.MA1 M323074	Changes in instructional strategies should be evident in lesson plans and in actual instruction	Bevan, Kenny	9/5/2016	Evidence should be found in lesson plans and observed and recorded during walk-throughs	5/11/2017 weekly
G1.B7.S2.A1 A313236	The Journeys Academy Professional Development plan for the year includes a minimum of two...	Benjamin, Kawanya	9/28/2016	Written plan on Share Drive for access by all JA Staff	5/11/2017 monthly
G1.B4.S1.A1 A313229	Identify students who are not be successful at school for academic or behavioral reasons	Russo, Grace	9/4/2016	Queries of student attendance, academic, and behavioral data.	5/13/2017 weekly
G1.B1.S2.A1 A313225	Using the call out system to remind parents of school events and to provide invitations to become...	Benjamin, Kawanya	9/1/2016	The number of volunteers that are added to our list of Dividends each month	5/13/2017 monthly
G1.B6.S1.MA1 M323068	Monitor improvement in student IReady and Achieve 3000 scores	Bevan, Kenny	10/17/2016	Regular increases in IReady and Achieve 3000 scores	5/14/2017 quarterly
G1.B2.S1.A2 A313227	Develop a "point system" approach to reinforce positive behaviors in the middle and high school...	Russo, Grace	9/4/2016	Successful implementation of the point system and increased student participation in the system	5/20/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S2.MA1 M323066	Review instructional strategies on lesson plans and during informal classroom visits	Benjamin, Kawanya	8/22/2016	Comments on I-Observation after each informal classroom visit	5/21/2017 weekly
G1.B1.S1.MA1 M323054	Plan and execute the information and access that parents/guardians requested	Bevan, Kenny	8/24/2016	Agendas for each program should reflect what was requested or noted in surveys	5/22/2017 quarterly
G1.B1.S1.MA1 M323053	Responding to requests and input from parents/guardians should lead to an increase in attendance at...	Bevan, Kenny	8/24/2016	The number/percentage of participation increases at Parent/Guardian events	5/23/2017 quarterly
G1.B1.S2.MA1 M323056	SAC reviews the program and attendance of each quarterly event	Bevan, Kenny	8/29/2016	Minutes of SAC meetings	5/23/2017 quarterly
G1.B4.S2.A1 A313230	Have scheduled opportunities for students to be trained and motivated to stay focused on their...	Vickers, Tameria	8/22/2016	Plan for programs made available to parents once per semester	5/23/2017 semiannually
G1.B2.S1.A1 A313226	Implement a tiered, behavioral level system which focuses on recognition of positive behaviors...	Russo, Grace	9/4/2016	Successful tiered, level system	5/27/2017 biweekly
G1.MA1 M323076	Weekly tracking of environmental issues such as referrals, suspensions, arrests, fights, etc.	Bevan, Kenny	8/28/2016	Weekly reports sent to Executive Director and to school Leadership Team	5/31/2017 weekly
G1.B1.S1.A1 A313224	Survey parents to find out what information and access they need to be more effective parents to...	Vickers, Tameria	8/17/2016	Actual surveys and the responses	5/31/2017 quarterly
G1.B2.S1.MA1 M323057	Weekly review of environmental factors such as referrals, suspensions, fights, arrests, etc.	Bevan, Kenny	8/28/2016	Weekly Environmental Report sent to Leadership Team and Executive Director	5/31/2017 weekly
G1.B4.S1.MA1 M323060	Regular review of environmental factors (attendance, referrals, suspensions and grades)	Bevan, Kenny	8/22/2016	School Environmental Review is an agenda item for School Leadership Team and discussed	5/31/2017 weekly
G1.B4.S1.MA1 M323061	Quarterly review of the student referral process	Bevan, Kenny	10/17/2016	Report made to School Leadership Team each nine weeks	5/31/2017 quarterly
G1.B5.S1.MA1 M323065	Teacher will provide the Assistant Principal a record of each contact with colleague/peer.	Benjamin, Kawanya	9/19/2016	Checklist kept by Assistant Principal.	5/31/2017 quarterly
G1.B5.S1.A1 A313231	Contact nearby MS and HS to set up collaborations for each teacher.	Benjamin, Kawanya	9/5/2016	Each Journeys teacher will be required to keep a log of the contacts with their peers, the resources being shared, and a synopsis of the value of each actual visit.	5/31/2017 quarterly
G1.B4.S2.MA1 M323062	Review Environmental Data (attendance, referrals, suspensions, grades) on regular basis	Bevan, Kenny	8/22/2016	Agenda item for School Leadership Team meetings and then discussed	5/31/2017 weekly
G1.B4.S2.MA1 M323063	Have the School Leadership Team review the attendance and content of these programs	Vickers, Tameria	8/22/2016	This review will be an agenda item for School Leadership Team meetings and will be discussed	5/31/2017 semiannually
G1.B5.S2.A1 A313232	Through professional development at Journeys, teachers learn how to understand and use data to...	Benjamin, Kawanya	8/22/2016	Each teacher is assigned and PLCs are actually meeting	5/31/2017 weekly
G1.B7.S2.MA1 M323075	Ensure that in-services are planned, registered, and then communicated to JA Staff	Bevan, Kenny	9/5/2016	The in-services are enacted and appropriate PD paperwork is completed and filed.	5/31/2017 monthly
G1.B5.S1.MA1 M323064	Improved assessment and high-stakes test scores	Bevan, Kenny	10/31/2016	Comparison of new versus previous test scores	6/30/2017 quarterly

V. Professional Development Opportunities

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

G1. Administrators and Teachers at Journeys Academy and at the district office will (a) seek to develop appropriate relationships with students, parents, and each other; and (b) implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math.

G1.B2 Teachers not using differentiated, effective disciplinary interventions that keep insolent students in the classroom - chronic discipline issues

G1.B2.S1 Plan and implement new interventions that would decrease the need for discipline referrals

PD Opportunity 1

Implement a tiered, behavioral level system which focuses on recognition of positive behaviors through rewards, privileges, and incentives

Facilitator

Grace Russo School Administration Manager

Participants

All teachers

Schedule

Biweekly, from 9/4/2016 to 5/27/2017

G1.B5 Many teachers are the sole instructor in their grade level discipline

G1.B5.S2 Grade level PLC's analyze student discipline data and cooperatively plan and implement instruction that meets the needs of individual students as well as common needs of our students.

PD Opportunity 1

Through professional development at Journeys, teachers learn how to understand and use data to guide their instruction. Each teacher is assigned to an appropriate PLC: Science & Math or English, Reading, & Social Studies

Facilitator

Dr. Isom-Benjamin

Participants

All teachers and instructional personnel

Schedule

Weekly, from 8/22/2016 to 5/31/2017

G1.B7 Lack of knowledge and implementation of effective instructional strategies

G1.B7.S1 Have teachers observe strong, effective, veteran mentor teachers at other schools

PD Opportunity 1

Professional Development opportunities will provide teacher with collaborative strategies. Contact will be made with middle and high schools close to Journeys to setup collaboration opportunities for each teacher.

Facilitator

Dr. Isom-Benjamin

Participants

All teachers and instructional personnel

Schedule

Monthly, from 10/3/2016 to 5/10/2017

G1.B7.S2 Increase professional development opportunities for teachers to improve the number of instructional options in their instructional tool box

PD Opportunity 1

The Journeys Academy Professional Development plan for the year includes a minimum of two inservices each month focusing on instructional skills. Also teachers receive an instructional newsletter each week.

Facilitator

Dr. Isom-Benjamin

Participants

All teachers and instructional personnel

Schedule

Monthly, from 9/28/2016 to 5/11/2017

VII. Budget

1	G1.B1.S1.A1	Survey parents to find out what information and access they need to be more effective parents to their students	\$0.00
2	G1.B1.S2.A1	Using the call out system to remind parents of school events and to provide invitations to become dividends. Working with the SAC committee and Leadership team to create more opportunities for parent involvement.	\$0.00
3	G1.B2.S1.A1	Implement a tiered, behavioral level system which focuses on recognition of positive behaviors through rewards, privileges, and incentives	\$500.00

Seminole - 0571 - Journeys Academy - 2016-17 SIP
Journeys Academy

	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0571 - Journeys Academy	Other		\$500.00	
<i>Notes: Internal Funds</i>							
4	G1.B2.S1.A2	Develop a "point system" approach to reinforce positive behaviors in the middle and high school buildings					\$0.00
5	G1.B3.S1.A1	At interval during the school year have students\parents update personal information					\$0.00
6	G1.B4.S1.A1	Identify students who are not be successful at school for academic or behavioral reasons					\$0.00
7	G1.B4.S2.A1	Have scheduled opportunities for students to be trained and motivated to stay focused on their education (held during Parent Night events)					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0571 - Journeys Academy	General Fund		\$500.00	
8	G1.B5.S1.A1	Contact nearby MS and HS to set up collaborations for each teacher.					\$0.00
9	G1.B5.S2.A1	Through professional development at Journeys, teachers learn how to understand and use data to guide their instruction. Each teacher is assigned to an appropriate PLC: Science & Math or English, Reading, & Social Studies					\$0.00
10	G1.B6.S1.A1	Utilize PLC's					\$0.00
11	G1.B6.S2.A1	Contact neighboring schools to setup mentor teachers					\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0571 - Journeys Academy	General Fund		\$2,500.00	
12	G1.B7.S1.A1	Professional Development opportunities will provide teacher with collaborative strategies. Contact will be made with middle and high schools close to Journeys to setup collaboration opportunities for each teacher.					\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0571 - Journeys Academy	General Fund		\$2,500.00	
13	G1.B7.S2.A1	The Journeys Academy Professional Development plan for the year includes a minimum of two inservices each month focusing on instructional skills. Also teachers receive an instructional newsletter each week.					\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0571 - Journeys Academy	General Fund		\$5,000.00	
Total:						\$11,000.00	