



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

James Irvin Education Center

35830 STATE ROAD 52

Dade City, FL 33525

352-524-5700

www.pasco.k12.fl.us

School Demographics

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

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.

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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 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

James Irvin Education Center

Principal

Nancy Guss

School Advisory Council chair

Rhondda Waddell

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

Name

Title

Heather Schwartz, PLC Facilitator

Jane Rudolph, PLC Facilitator

Angela Picardi, Academic Engagement

Lori Savoy, Academic Performance and Assessment

Phil Altshuler, Academic Performance and Assessment

District-Level Information

District

Pasco

Superintendent

Mr. Kurt S Browning

Date of school board approval of SIP

10/1/2013

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

Ms. Nancy Guss, Principal

Dr. Rhondda Waddell, Community Partner and Representative - SAC chairperson

Ms. Deborah Mims, Community Partner and Representative

Ms. Lori Savoy, Teacher

Ms. Diane Howton, SRP Representative

Dr. Jose Olmo, Behavior Specialist

Madonna Vance, District SAC Liaison (non-voting member)

plus 3 student representatives and two parent representatives (since our population has turned over, we need to hold our election at our Open House on 9/26).

Involvement of the SAC in the development of the SIP

At the end of last year, the SAC reviewed the SIP and made recommendations for the future. In addition, they approved the SAC monies for technology, student/teacher supports, and student

incentives. This year, they reviewed our goals, strategies, and direction and made additional recommendations or use of funding.

Activities of the SAC for the upcoming school year

The SAC will be involved in fund raising, making community connections, creating new partnerships, and increasing career opportunities and connections.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used for technology, student/teacher supports, field trips and off campus learning experiences, and student incentives.

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

In Compliance

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

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

of classroom teachers

15

receiving effective rating or higher

14, 93%

Highly Qualified Teachers

100%

certified in-field

15, 100%

ESOL endorsed

6, 40%

reading endorsed

3, 20%

with advanced degrees

3, 20%

National Board Certified

0, 0%

first-year teachers

1, 7%

with 1-5 years of experience

5, 33%

with 6-14 years of experience

6, 40%

with 15 or more years of experience

3, 20%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

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

When we have an opening, we advertise for both the Graduation Enhancement Alt. School Teacher and the areas of certification required. Only those who are highly qualified and screened through the district will be considered for interview. The principal interviews prospective applicants and looks for the ability to work with alternative school students, as well as using data-driven and research-based best practices for planning and delivering instruction.

New teachers are assigned mentors, who have all been through the Clinical Education Training. To retain highly effective teachers we will implement professional development to facilitate collaboration and provide assistance in working with at risk students. This includes visits to our feeder schools to observe classrooms, Professional Learning Community meetings, designated professional learning time, and Lunch 'n Learns.

We also make it a point to celebrate successes with a teacher recognition program.

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

Our mentors are selected for the new teachers by content area and success at working with at risk youth. They must have earned an effective or higher rating on their evaluations.

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

We offer a tiered model of delivery of instruction (core, supplemental, and intensive) in addition to positive behavioral support in a tiered model of delivery. We problem solve as a School Based Leadership/Intervention Team and PBS Team utilizing attendance, discipline, grades, and test scores to make data-based decisions for prevention and intervention. PLCs also use their department data to monitor effectiveness of core curriculum and supports.

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

The School-based leadership team and PBS includes the behavior specialist, guidance counselor, school psychologist, social worker, nurse, school resource officer, and ESE/Basic teacher(s). There is a monthly based meeting of the SBLT to utilize data to identify at-risk students for poor learning outcomes, attendance, and/or behavioral concerns. We use an all-hands-on-deck approach to identify research or evidence based interventions. We progress monitor via data sources (TERMS, Pasco Star, SDS, and eSembler). We also network with our feeder pattern high school and offer professional development for all staff.

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

Monitoring of core, supplemental and intensive instruction is done by the building administrator and PLC facilitators, while monitoring of behavioral supports at all three levels are the administrator and SBLT responsibilities. The tools used to monitor include TERMS, Pasco STAR, SDS, and eSembler. Additionally, we utilize a checklist to determine how we are doing and to plan for improvement.

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

Many data sources are used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, math, science, writing, behavior, and attendance. Some of these include: Student Data System (SDS), which automatically identifies the Early Warning System category for each student. We also use STAR, Office Discipline Referrals (TERMS), eSembler (grades), attendance, suspension data, classroom walkthroughs, and standardized test scores.

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

We will utilize grade level meetings, staff development, PLCs, and leadership team meetings to support understanding of MTSS and to build capacity in data-based problem solving for staff. We will utilize SAC, Open House, Parent meetings, and conferences to support understanding of MTSS.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 24,480

JIEC has implemented a Satellite After School Education Program both here and at four other satellite locations throughout the district. This program will provide additional time and support through tutoring, computer based learning, blended classes, eSchool guidance, and make-up work time. It will also allow students to speed up their course recovery. Students may also attend in lieu of expulsion from JIEC.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance, grades, and program completion data will be collected.

1. Attendance logs
2. Student grades
3. eSchool completion
4. Course recovery completion
5. Assessment improvements

Who is responsible for monitoring implementation of this strategy?

Principal, designated teachers, guidance counselor, behavior specialist, school psychologist, and social worker

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Heather Schwartz	English Teacher
Lori Savoy	English Teacher
Sharon Swonger	English Teacher
Maribeth Davis	Reading Teacher
Angela Picardi	Science Teacher
Jane Rudolph	Course Recovery Teacher and 6th grade teacher
Phil Altshuler	ICT Coach

How the school-based LLT functions

They meet monthly to review school-wide data, assess PLC effectiveness, and problem solve areas of need. In addition, they will provide literacy guidance and activities for 1st period Leadership Classes. They will also guide the teachers in unpeeling the CCSS and developing standards based instruction and assessments.

Major initiatives of the LLT

Establishing strong PLC teams that effectively use information learned in the district training sessions, along with the problem solving techniques to prepare for Common Core implementation.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers are a part of a PLC group, and each PLC group has a reading teacher attached to it. These teachers will be sharing literacy and reading strategies, as well as supporting the students as they read the grade level text materials. All teachers teach a leadership class that includes literacy skills (vocabulary development, FCAT practice, and critical thinking/problem solving). The district literacy team is also working with our teachers, and they have provided resources, guidance, time, and models to improve literacy.

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

Through the Leadership class (with a focus on career and life readiness), students learn employability and financial literacy skills and applying them throughout the day. Our entire program is designed as a simulation of the work place and life skills. In addition, we use this class to implement the Why Try motivational program.

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 guidance counselor creates graduation plans for each student that is individually tailored for the students' goals and current situation. She also gives aptitude and interest assessments, creates lessons that are job focused, and advises students on ways to meet their post-high school goals. We also use student data to place in classes when there are choices for their grade levels.

Strategies for improving student readiness for the public postsecondary level

Reading classes and electives are paired with content so that these teachers can teach at the students' grade level. We also offer Math for College Readiness and Reading for College Readiness for our high school seniors. Finally, we now have a full time CTE program in Agriculture.

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

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%	11%	No	37%
American Indian				
Asian				
Black/African American				
Hispanic				
White	39%	11%	No	45%
English language learners				
Students with disabilities	22%	11%	No	30%
Economically disadvantaged	24%	11%	No	32%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	11%	16%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		6%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	32	35%	
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		34%

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	20	20%	25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	21%	24%	Yes	29%
American Indian				
Asian				
Black/African American				
Hispanic				
White	17%	24%	Yes	25%
English language learners				
Students with disabilities	17%	24%	Yes	25%
Economically disadvantaged	22%	24%	Yes	30%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	15%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	2%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	12	27%	32%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		<i>[data excluded for privacy reasons]</i>	58%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	21%	24%	Yes	29%
American Indian				
Asian				
Black/African American				
Hispanic				
White	17%	24%	Yes	25%
English language learners				
Students with disabilities	17%	24%	Yes	25%
Economically disadvantaged	22%	24%	Yes	30%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		[data excluded for privacy reasons]	40%
Students in lowest 25% making learning gains (EOC)		[data excluded for privacy reasons]	51%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	26%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	3%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	35%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	1%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	18%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	2%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		48%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		2%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	40	40%	42%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	86%	80%
Students who fail a mathematics course	1	2%	2%
Students who fail an English Language Arts course	3	5%	4%
Students who fail two or more courses in any subject	2	4%	3%
Students who receive two or more behavior referrals	40	65%	60%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	47	76%	70%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	53	86%	75%
Students in ninth grade with one or more absences within the first 20 days	20	57%	52%
Students in ninth grade who fail two or more courses in any subject	10	29%	24%
Students with grade point average less than 2.0	40	65%	60%
Students who fail to progress on-time to tenth grade	6	17%	15%
Students who receive two or more behavior referrals	40	65%	60%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	47	76%	70%

Area 9: Parent Involvement

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

Parental involvement targets for the school

All parents must review the JIEC Orientation, and to increase involvement, we have posted this online. In addition, we open our school during 1st period for open house and breakfast. There are three awards events, one promotion ceremony, and a semester 2 Open House. This year, we are looking to open a fall flea market event; throughout the year, we will be hosting parent help sessions at our Satellite sites and school. This year we have a parent involvement person who can help coordinate and advertise events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents will attend at least one event.	162	86%	90%

Area 10: Additional Targets**Additional targets for the school**

A. Improve overall average daily attendance by 3% from 78% to 81%. We will do this by providing a Satellite education program for students to make up days when they miss.

B. Reduce the number of referrals generating suspensions by offering alternatives, including the Satellite program.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve ADA	83	78%	81%
Reduce referrals and suspensions	126	26%	23%

Goals Summary

- G1.** Our goal is to increase the number of students making gains in math by 10%.
- G2.** Our goal is to increase the number of students making gains in reading by 10%.

Goals Detail

G1. Our goal is to increase the number of students making gains in math by 10%.**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 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
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- District regional support staff, including the Literacy Team, Compliance Team, CTE Department, and Office of Student Support and Programs.
- We receive Title 1, Part D funds to supplement instruction, credit retrieval, and parent involvement efforts.

Targeted Barriers to Achieving the Goal

- As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).
- Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.
- As an alternative school, our population varies significantly throughout the year. Students transition in and out of James Irvin Education Center weekly, including before and during FCAT testing. It is challenging to implement differentiated instructional strategies in a classroom with extreme varying levels and poor attendance rates.

Plan to Monitor Progress Toward the Goal

Monitor grades, lesson plans, PLC folders in Dropbox

Person or Persons Responsible

Principal, leadership team, PLC facilitators

Target Dates or Schedule:

weekly

Evidence of Completion:

Lesson plans reflect cooperative planning; grades reflect content mastery. FCAT scores at end of year will show student growth.

G2. Our goal is to increase the number of students making gains in reading by 10%.

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
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- District regional support staff, including the Literacy Team, Compliance Team, CTE Department, and Office of Student Support and Programs.
- We receive Title 1, Part D funds to supplement instruction, credit retrieval, and parent involvement efforts.

Targeted Barriers to Achieving the Goal

- Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).
- Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.
- As an alternative school, our population varies significantly throughout the year. Students transition in and out of James Irvin Education Center weekly, including before and during FCAT testing. It is challenging to implement differentiated instructional strategies in a classroom with extreme varying levels and poor attendance rates.

Plan to Monitor Progress Toward the Goal

Monitor grades, lesson plans, PLC folders in Dropbox

Person or Persons Responsible

Principal, leadership team, PLC facilitators

Target Dates or Schedule:

weekly

Evidence of Completion:

Lesson plans reflect cooperative planning; grades reflect content mastery. FCAT scores at end of year will show student growth.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to increase the number of students making gains in math by 10%.

G1.B2 As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).

G1.B2.S1 Professional Learning Community Groups (PLC) PLC groups will meet twice weekly to unpeel Common Core Standards, establish what will grade level content will be taught, how it will be assessed, background knowledge required, and how it will be taught.

Action Step 1

PLC groups meet twice per week to unpeel Common Core Standards, establish content to be assessed, taught, and background knowledge necessary to teach it; in addition, all PLC groups will visit feeder schools to observe classrooms, PLC planning, and implementation of CCSS (substitute teachers and training will be necessary)

Person or Persons Responsible

PLC Facilitators, teachers, principal

Target Dates or Schedule

Twice per week - All on Mondays from 7:30-8:20, and one day per week during 1st period

Evidence of Completion

Notes and logs from meetings Visitation sign-ins

Action Step 2

Teachers will work together to connect standards to disengaged students. They will create systems for increasing attendance and engagement through real life and work place simulations.

Person or Persons Responsible

principal and PLC Facilitator

Target Dates or Schedule

Week prior to teacher return

Evidence of Completion

1st period ledger system and PLC time focused on finding real life connections within each standard

Facilitator:

PLC facilitator and principal

Participants:

principal and PLC Facilitator

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

Monitor notebooks, meetings, and logs; in addition, all PLCs have a Dropbox that is shared with staff.

Person or Persons Responsible

Principal, PLC Facilitators

Target Dates or Schedule

Quarterly

Evidence of Completion

Calendar reflects dedicated times; reviewed in weekly updates; Notebooks will reflect meeting progress; Dropbox will contain notes, lessons, and topics of discussion

Plan to Monitor Effectiveness of G1.B2.S1

PLC facilitators will monitor weekly at meetings; principal will visit each group at least twice per month.

Person or Persons Responsible

Principal and PLC Facilitators

Target Dates or Schedule

weekly

Evidence of Completion

meeting logs in binders

G1.B3 Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.

G1.B3.S1 To improve motivation and provide additional time and support for students who have poor attendance, are removed for disciplinary reasons, need additional tutoring, or want to work ahead with their course/credit recovery, we have implemented an after hours Satellite Education Program (SEP), where students attend one of five neighborhood sites to receive these services. We have also worked to connect all school experiences with life and the work place.

Action Step 1

Teachers will go to sites to tutor, help with online learning, help students make up missed work, help students redo work, or help them with their course/credit recovery.

Person or Persons Responsible

District supervisors, principal, SEP site administrators, teachers

Target Dates or Schedule

Four days per week at five neighborhood locations

Evidence of Completion

Teachers will keep student attendance logs. Student grades and attendance will improve. They will be able to recover more courses.

Facilitator:

Principal

Participants:

District supervisors, principal, SEP site administrators, teachers

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

Will review attendance logs and work completed

Person or Persons Responsible

principal

Target Dates or Schedule

weekly

Evidence of Completion

Students will complete work; grades will increase; attendance will improve.

Plan to Monitor Effectiveness of G1.B3.S1

Check grades at progress reports and report cards, as well as attendance

Person or Persons Responsible

principal

Target Dates or Schedule

twice per quarter

Evidence of Completion

improved grades and attendance

G1.B4 As an alternative school, our population varies significantly throughout the year. Students transition in and out of James Irvin Education Center weekly, including before and during FCAT testing. It is challenging to implement differentiated instructional strategies in a classroom with extreme varying levels and poor attendance rates.

G1.B4.S1 In addition to providing additional supports to students through the satellite program, teachers will use frequent ongoing assessments upon entry and throughout the school year to recognize individual needs. PLCs will focus on individual plan implementation using common core standards.

Action Step 1

data analysis and use of this information to drive instructional decisions

Person or Persons Responsible

Guidance counselor, school psychologist, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

progress on assessments and passing grades

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

teachers will provide evidence of learning gains using pre-tests and post-tests

Person or Persons Responsible

teachers, principal, guidance counselor, school psychologist

Target Dates or Schedule

throughout year, beginning when students arrive and as they progress through their coursework

Evidence of Completion

pre-test and post-test data reviewed in Professional Learning Communities

Plan to Monitor Effectiveness of G1.B4.S1

attends meetings and reviews data and lesson plan notebooks

Person or Persons Responsible

principal

Target Dates or Schedule

weekly

Evidence of Completion

meeting logs, lesson plans

G2. Our goal is to increase the number of students making gains in reading by 10%.

G2.B2 Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).

G2.B2.S1 Professional Learning Community Groups (PLC) PLC groups will meet twice weekly to unpeel Common Core Standards, establish what will grade level content will be taught, how it will be assessed, background knowledge required, and how it will be taught.

Action Step 1

PLC groups meet twice per week to unpeel Common Core Standards, establish content to be assessed, taught, and background knowledge necessary to teach it; in addition, all PLC groups will visit feeder schools to observe classrooms, PLC planning, and implementation of CCSS (substitute teachers and training will be necessary)

Person or Persons Responsible

PLC Facilitators, teachers, principal

Target Dates or Schedule

Twice per week - All on Mondays from 7:30-8:20, and one day per week during 1st period

Evidence of Completion

Notes and logs from meetings Visitation sign-ins

Action Step 2

Teachers will work together to connect standards to disengaged students. They will create systems for increasing attendance and engagement through real life and work place simulations.

Person or Persons Responsible

principal and PLC Facilitator

Target Dates or Schedule

Week prior to teacher return

Evidence of Completion

1st period ledger system and PLC time focused on finding real life connections within each standard

Facilitator:

PLC facilitator and principal

Participants:

principal and PLC Facilitator

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

Monitor notebooks, meetings, and logs; in addition, all PLCs have a Dropbox that is shared with staff.

Person or Persons Responsible

Principal, PLC Facilitators

Target Dates or Schedule

Quarterly

Evidence of Completion

Calendar reflects dedicated times; reviewed in weekly updates; Notebooks will reflect meeting progress; Dropbox will contain notes, lessons, and topics of discussion

Plan to Monitor Effectiveness of G2.B2.S1

PLC facilitators will monitor weekly at meetings; principal will visit each group at least twice per month.

Person or Persons Responsible

Principal and PLC Facilitators

Target Dates or Schedule

weekly

Evidence of Completion

meeting logs in binders

G2.B3 Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.

G2.B3.S1 To improve motivation and provide additional time and support for students who have poor attendance, are removed for disciplinary reasons, need additional tutoring, or want to work ahead with their course/credit recovery, we have implemented an after hours Satellite Education Program (SEP), where students attend one of five neighborhood sites to receive these services. We have also worked to connect all school experiences with life and the work place.

Action Step 1

Teachers will go to sites to tutor, help with online learning, help students make up missed work, help students redo work, or help them with their course/credit recovery.

Person or Persons Responsible

District supervisors, principal, SEP site administrators, teachers

Target Dates or Schedule

Four days per week at five neighborhood locations

Evidence of Completion

Teachers will keep student attendance logs. Student grades and attendance will improve. They will be able to recover more courses.

Facilitator:

Principal

Participants:

District supervisors, principal, SEP site administrators, teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Will review attendance logs and work completed

Person or Persons Responsible

principal

Target Dates or Schedule

weekly

Evidence of Completion

Students will complete work; grades will increase; attendance will improve.

Plan to Monitor Effectiveness of G2.B3.S1

Check grades at progress reports and report cards, as well as attendance

Person or Persons Responsible

principal

Target Dates or Schedule

twice per quarter

Evidence of Completion

improved grades and attendance

G2.B4 As an alternative school, our population varies significantly throughout the year. Students transition in and out of James Irvin Education Center weekly, including before and during FCAT testing. It is challenging to implement differentiated instructional strategies in a classroom with extreme varying levels and poor attendance rates.

G2.B4.S1 In addition to providing additional supports to students through the satellite program, teachers will use frequent ongoing assessments upon entry and throughout the school year to recognize individual needs. PLCs will focus on individual plan implementation using common core standards.

Action Step 1

provide pre-tests and post tests, review student data in Professional Learning Communities

Person or Persons Responsible

teachers, school psychologist, guidance counselor

Target Dates or Schedule

ongoing throughout year - weekly meetings

Evidence of Completion

assessment scores, lesson plans, meeting logs

Plan to Monitor Fidelity of Implementation of G2.B4.S1

use assessments to identify student needs and drive instruction

Person or Persons Responsible

PLC facilitators, teachers, principal, guidance counselor, school psychologist

Target Dates or Schedule

ongoing throughout year

Evidence of Completion

lesson plans, assessments, meeting logs

Plan to Monitor Effectiveness of G2.B4.S1

attend weekly meetings, review logs, review lesson plans

Person or Persons Responsible

principal, teachers, PLC facilitators, guidance counselor, school psychologist

Target Dates or Schedule

ongoing

Evidence of Completion

learning gains between pre and post tests are evident, logs reflect discussions and results

Coordination and Integration

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

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

We receive Title 1, Part D funds to supplement instruction for at risk youth, credit retrieval, our JIEC Satellite Education Program for those who need to recover courses/credits or who (for whatever reason) are not able to attend the regular day program), and parent involvement efforts.

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.

G1. Our goal is to increase the number of students making gains in math by 10%.

G1.B2 As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).

G1.B2.S1 Professional Learning Community Groups (PLC) PLC groups will meet twice weekly to unpeel Common Core Standards, establish what will grade level content will be taught, how it will be assessed, background knowledge required, and how it will be taught.

PD Opportunity 1

Teachers will work together to connect standards to disengaged students. They will create systems for increasing attendance and engagement through real life and work place simulations.

Facilitator

PLC facilitator and principal

Participants

principal and PLC Facilitator

Target Dates or Schedule

Week prior to teacher return

Evidence of Completion

1st period ledger system and PLC time focused on finding real life connections within each standard

G1.B3 Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.

G1.B3.S1 To improve motivation and provide additional time and support for students who have poor attendance, are removed for disciplinary reasons, need additional tutoring, or want to work ahead with their course/credit recovery, we have implemented an after hours Satellite Education Program (SEP), where students attend one of five neighborhood sites to receive these services. We have also worked to connect all school experiences with life and the work place.

PD Opportunity 1

Teachers will go to sites to tutor, help with online learning, help students make up missed work, help students redo work, or help them with their course/credit recovery.

Facilitator

Principal

Participants

District supervisors, principal, SEP site administrators, teachers

Target Dates or Schedule

Four days per week at five neighborhood locations

Evidence of Completion

Teachers will keep student attendance logs. Student grades and attendance will improve. They will be able to recover more courses.

G2. Our goal is to increase the number of students making gains in reading by 10%.

G2.B2 Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).

G2.B2.S1 Professional Learning Community Groups (PLC) PLC groups will meet twice weekly to unpeel Common Core Standards, establish what will grade level content will be taught, how it will be assessed, background knowledge required, and how it will be taught.

PD Opportunity 1

Teachers will work together to connect standards to disengaged students. They will create systems for increasing attendance and engagement through real life and work place simulations.

Facilitator

PLC facilitator and principal

Participants

principal and PLC Facilitator

Target Dates or Schedule

Week prior to teacher return

Evidence of Completion

1st period ledger system and PLC time focused on finding real life connections within each standard

G2.B3 Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.

G2.B3.S1 To improve motivation and provide additional time and support for students who have poor attendance, are removed for disciplinary reasons, need additional tutoring, or want to work ahead with their course/credit recovery, we have implemented an after hours Satellite Education Program (SEP), where students attend one of five neighborhood sites to receive these services. We have also worked to connect all school experiences with life and the work place.

PD Opportunity 1

Teachers will go to sites to tutor, help with online learning, help students make up missed work, help students redo work, or help them with their course/credit recovery.

Facilitator

Principal

Participants

District supervisors, principal, SEP site administrators, teachers

Target Dates or Schedule

Four days per week at five neighborhood locations

Evidence of Completion

Teachers will keep student attendance logs. Student grades and attendance will improve. They will be able to recover more courses.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Our goal is to increase the number of students making gains in reading by 10%.	\$19,000
Total		\$19,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel		Evidence-Based Program	Total
Title 1 part D, DJJ grant	\$15,000	\$0	\$4,000	\$19,000
	\$0	\$0	\$0	\$0
Total	\$15,000	\$0	\$4,000	\$19,000

Budget Details

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

G1. Our goal is to increase the number of students making gains in math by 10%.

G1.B2 As an alternative school, our population varies significantly throughout the year. Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).

G1.B2.S1 Professional Learning Community Groups (PLC) PLC groups will meet twice weekly to unpeel Common Core Standards, establish what will grade level content will be taught, how it will be assessed, background knowledge required, and how it will be taught.

Action Step 2

Teachers will work together to connect standards to disengaged students. They will create systems for increasing attendance and engagement through real life and work place simulations.

Resource Type

Resource

Funding Source

Amount Needed

G1.B3 Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.

G1.B3.S1 To improve motivation and provide additional time and support for students who have poor attendance, are removed for disciplinary reasons, need additional tutoring, or want to work ahead with their course/credit recovery, we have implemented an after hours Satellite Education Program (SEP), where students attend one of five neighborhood sites to receive these services. We have also worked to connect all school experiences with life and the work place.

Action Step 1

Teachers will go to sites to tutor, help with online learning, help students make up missed work, help students redo work, or help them with their course/credit recovery.

Resource Type

Resource

Funding Source

Amount Needed

G2. Our goal is to increase the number of students making gains in reading by 10%.

G2.B2 Students assigned to our school have either not met academic requirements at their zoned schools and have been retained, or they have had significant behavior problems, so, when students arrive at our school, a significant number (81/98) struggle in reading and math (90/100 students were below grade level).

G2.B2.S1 Professional Learning Community Groups (PLC) PLC groups will meet twice weekly to unpeel Common Core Standards, establish what will grade level content will be taught, how it will be assessed, background knowledge required, and how it will be taught.

Action Step 2

Teachers will work together to connect standards to disengaged students. They will create systems for increasing attendance and engagement through real life and work place simulations.

Resource Type

Evidence-Based Program

Resource

District Literacy Teams, Feeder schools (for visitations), District Facilitator trainings

Funding Source

Title 1 part D, DJJ grant

Amount Needed

\$4,000

G2.B3 Students have been struggling to learn grade level content; therefore, they have become disengaged and unmotivated.

G2.B3.S1 To improve motivation and provide additional time and support for students who have poor attendance, are removed for disciplinary reasons, need additional tutoring, or want to work ahead with their course/credit recovery, we have implemented an after hours Satellite Education Program (SEP), where students attend one of five neighborhood sites to receive these services. We have also worked to connect all school experiences with life and the work place.

Action Step 1

Teachers will go to sites to tutor, help with online learning, help students make up missed work, help students redo work, or help them with their course/credit recovery.

Resource Type

Personnel

Resource

District CTE office, Teachers, student data, Pasco eSchool,

Funding Source

Title 1 part D, DJJ grant

Amount Needed

\$15,000