

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Beach County Jail
3228 GUN CLUB RD
West Palm Beach, FL 33406
561-681-5908

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

Palm Beach County Jail

Principal

Dr. Angela Bess

School Advisory Council chair

Angela Clarke

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

| Name | Title |
|------------------------|---------------------|
| Dr. Angela Bess | Director |
| Don Edwards | Assistant Principal |
| Shelia Harvey-Lawrence | Assistant Principal |
| Linda Mackin | Assistant Principal |
| Diane Curtis | Manger |

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is composed of members from the 7 different school sites and the collaborating partners for each school. The schools are in the Department of Juvenile Justice(DJJ)/Youth Services group in the Educational Alternative Department.

Angela Clarke, (SAC Chair) Business/community member who is not a School District employee , Kim Moses (ESE) Teacher, Alma Horne Educator Support Employee,Joann Barr (Teacher),Lisa Keough Educator Support Employee, Freddy Israel(Teacher), Roderick White Business/community member who is not a School District employee, Douglas Kane (Superintendent) Business /community who is not a School District employee, Sandra Moore, Business/community who is not a School District employee,

Involvement of the SAC in the development of the SIP

The School Improvement Plan will be presented to the School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the

school. Teachers work on creating action plans for the upcoming year and information is shared and discussed with SAC.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to create a marketing plan, analyze data of current programs to determine effectiveness, assist with creating a plan to increase parent participation. The committee will also vote on the use of the School Improvement funds to increase student achievement.

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

The use of school improvement funds is to support student learning beginning with organizational skills, preparedness for class, note taking and self-monitoring of progress. Materials such as binders, paper, dividers, pencils, pens, pouches are purchased with 80% of the SIP funds. The remaining 20% is used to purchase books for school-wide reading projects.

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Angela Bess

| | | |
|-----------|---------------------------|----------------------------|
| Principal | Years as Administrator: 4 | Years at Current School: 6 |
|-----------|---------------------------|----------------------------|

| | |
|--------------------|---|
| Credentials | Doctor of Education (Ed.D.) Certifications: Educational Leadership (all levels) Elementary Education (grades 1-6) English for Speakers of Other Languages Endorsement |
|--------------------|---|

| | |
|---------------------------|--|
| Performance Record | 2012 - Present Director of Educational Alternatives 2009 - 2012 Educational Court Liaison Manager 2007 - 2009 Educational Court Liaison Calculated using District Grade |
|---------------------------|--|

| | | |
|---------------------------|--|----------------------------|
| Don Edwards | | |
| Asst Principal | Years as Administrator: 7 | Years at Current School: 6 |
| Credentials | Specialist in Educational Leadership, Master in Exceptional Student Education | |
| Performance Record | FY 10/11: Palm Beach County Jail Reading: Improving Math: Improving Overall: Improving Rating | |

Instructional Coaches

| | | |
|---|-------------------------------------|--------------------------|
| # of instructional coaches | 0 | |
| # receiving effective rating or higher | (not entered because basis is < 10) | |
| Instructional Coach Information: | | |
| Part-time / District-based | Years as Coach: | Years at Current School: |
| Areas | [none selected] | |
| Credentials | | |
| Performance Record | | |

Classroom Teachers

| | | |
|---|-------------------------------------|--|
| # of classroom teachers | 7 | |
| # receiving effective rating or higher | (not entered because basis is < 10) | |
| # Highly Qualified Teachers | 86% | |
| # certified in-field | 6, 86% | |
| # ESOL endorsed | 3, 43% | |
| # reading endorsed | 4, 57% | |
| # with advanced degrees | 0, 0% | |
| # National Board Certified | 0, 0% | |

first-year teachers

0, 0%

with 1-5 years of experience

1, 14%

with 6-14 years of experience

3, 43%

with 15 or more years of experience

3, 43%

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

Recruiting: as needed, attend District Job Fairs. Retaining: new teachers are paired with veteran staff, work with Assistant Principal and mentor in the Educator Support Program. Retaining : All teachers participate in professional development to support instruction and have opportunities at learning team meetings to work with teachers in the same content area from other schools.

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

No new teachers.

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

Teachers met with Administration, SBT Coordinator and ESE coordinator to discuss expectations for the daily schedule to include an uninterrupted 90 minute Reading Block where Balanced Literacy(Shared Reading, Interactive Read Aloud, Guided/Strategy Groups, Oral Language time , etc) and extended learning time requirements are evident. Administrators monitor the fidelity of Tier 1,2, and 3 instruction daily through the utilization of I-Observation (Classroom-walk-through, Formal and Informal observations). Administration, SBT Coordinator and members monitor student progress during LTM's and School Based Team meetings. To monitor the fidelity and progress of students regarding their goals, teachers have bi-weekly data chats with Administration regarding weekly assessments and behavior concerns, etc. The SBT meets every other week. Participants are invited on an as need basis or concurrently with interventions.

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

The SBT will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to

create effective learning environments. After determining that effective Tier 1-core instructions is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based team.

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

The School Based Team will use the Problem Solving Model to conduct all meetings. Based on the data and discussion, the team will identify students who are in need of additional academic/and or behavioral support (supplemental or intensive). An intervention plan will be developed(PBCSD Form 2284) which identifies a student specific area(s) of deficiency and appropriate research based interventions to address these deficiencies. The Team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings

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

Baseline Data: Lexiles through SRI
Fall/Winter Diagnostic Assessment
FCAT through Educational Data Warehouse (EDW)
Progress Monitoring: Student work folders, EDW, common assessments
Midyear: Palm Beach County Diagnostics, FAIR, SRI
End of year: FCAT, Lexiles
Frequency of Data Days: twice a month for data analysis

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

Training of the staff will be conducted on Professional Development Days at school. The training will be ongoing as needed throughout the school year.

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: 300

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education. Students will participate in the After School Program 5 days per week.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Formal/Informal Assessments and Diagnostic Assessments

Who is responsible for monitoring implementation of this strategy?

Title I Coordinator, Teachers and Assistant Principal

Literacy Leadership Team (LLT)

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

| Name | Title |
|-------------------------|---------------------|
| Diane Curtise | Manger |
| Don Edwards | Assistant Principal |
| Shelia Harvey-Lawrence | Assistant Principal |
| Linda Mackin | Assistant Principal |
| Dallisa Rodriquez-Green | Title I Coordinator |
| Joann Barr | ESE Compliance |
| Lucinda Adkins | ELA Teacher |
| Sandie Forbes-Edwards | ESE Coordinator |
| Alma Horne | Graduation Coach |

How the school-based LLT functions

1. The LLT Functions to ensure that all professional development training and learning activities are in alignment with district and state curriculum requirements and standards.
2. The LLT is responsible for assisting schools with the planning, learning, implementing, and evaluating of in-service components for State Certification needs.
3. Providing ongoing coaching and support in high quality professional development practices.
4. Monitoring school-based professional development for classroom application and enhancement to teacher practice and increased student achievement.
5. The Team helps ensure that accurate records are kept regarding professional development attendance and implementation.
6. Meetings are scheduled bi-monthly with agendas and required follow up activities.

Major initiatives of the LLT

1. The major initiative for the Educational Alternatives Department DJJ/Youth Services is the implementation of Common Core State Standards. This will be completed through formal large group and break out session trainings per the district calendar for PDD/LTM training days.
2. The Common Core State Standards are important to ensure that every student is given the tools he or she needs to move toward graduation, Career readiness, and/or post-secondary education. Common Core is intended to ensure that all students, no matter the personal challenges, are receiving a high quality education consistently, from school to school and state to state.

Every Teacher Contributes to Reading Instruction

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

1. Principal discussion during Preschool meeting.
2. Build vocabulary school wide: Teachers will implement the use of advance vocabulary to reinforce ownership of vocabulary by students. Student will keep vocabulary section in each content area of their school folder.
3. Biweekly school level meeting with teachers, and assistant Principal discussion on what's working and what is not working based on Common Assessments, Fall/Winter Diagnostics, FAIR and SRI data to be determined.
4. All non-reading teachers will participate in Content Area Reading Strategies training throughout the year with peers and district training.
5. Walk-through's following Marzano Observations methods will be conducted by administrators to ensure all teachers are teaching reading strategies.

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

1. The Majority of the students in this school stay anywhere from 90 days to a Year after which they return to their home SAC school.
2. All students participate in online "Choices" program taking the learning and Interest Inventories.
3. All students participate in a presentation by the Graduation/Career coach during during the 1st week of school. High School students have individual or small group follow-up meetings with the Graduation/ Career coach as needed.
5. Students are enrolled in six classes while at this school and if intensive Reading and Intensive Math are not required per state requirements, students are enrolled in a career exploration course.\
6. The relationships between subjects and relevance to the students' future are applied through project based instruction and the implementation of Careers courses offered (if students not enrolled in Intensive Reading/or Intensive Math. Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software in addition to Internet Instructional Websites such as FCAT Explorer, Discovery education, destination, and National Geographic Kids will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of proving instruction to student in non-mastered areas. Resources and strategies provided at professional workshops will also be utilized. Students will also participate in tutorial session provide through Title I, Part D.

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

Students are enrolled in this school anywhere from 90 days to a Year after which they return to their home SAC school. The Guidance Counselor meets with students to review academic plans and career

goals. The Graduation/Career coach meets with students to discuss graduation option and assists with planning Career exploration events. All students complete Choices Career Learning Styles and Interests inventory with Resource Teacher.

Strategies for improving student readiness for the public postsecondary level

Students will be allowed to participate in E2020 Credit Recovery in an effort to increase their Grade point Average (GPA) for graduation purposes. The Guidance counselor meets with students upon their arrival to the program to review and discuss their plans for success and ensure that they have the correct courses they need to prepare them for graduation. Students are made aware of graduation requirement. Student participate in a Career Fair during the school year at which professionals form local communities come out and provide students with information regarding their careers.

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).

Goals Summary

- G1.** Fifty-three percent of students will score a three or above on the FY 14 science FCAT.
- G2.** On the 2013-2014 administration of the FCAT Writing Test at least 80% of students will score a level of 3.5 or higher.
- G3.** Based on the trends over the last five years, each FCAT-Tested grade level that students have been enrolled for a period of 90 days will show an increase learning gain in Mathematics by 10% for the 2013-2014 school year.
- G4.** Based on the trends over the last five years, each FCAT-Tested grade level that student have been enrolled for a period of 90 days will show an increase reading proficiency by 10% for the 2013-2014 school year.

Goals Detail

G1. Fifty-three percent of students will score a three or above on the FY 14 science FCAT.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Provide real-world experiences and engaging activities connected to everyday living.
- Utilize virtual lab experiences weekly. Follow the district created lesson plans in scope and sequence on Learning Village that are based on NGSS.

Targeted Barriers to Achieving the Goal

- Student need exposure to a variety of quality science based literature in order to maximize their proficiency in Science.

Plan to Monitor Progress Toward the Goal

Monitor benchmark assessments that measure growth in science.

Person or Persons Responsible

Science Teachers and Administration.

Target Dates or Schedule:

On Going.

Evidence of Completion:

Science Notebooks; Science Journals and classroom walk-throughs.

G2. On the 2013-2014 administration of the FCAT Writing Test at least 80% of students will score a level of 3.5 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will use the Writing process daily; writing journals will be dated and kept in the student writing portfolios to be monitor progress over time.
- Teachers will provide immediate feedback and set writing objectives with students tiered to their needs.

Targeted Barriers to Achieving the Goal

- Challenge to meet the learning needs of all student groups and to make writing meaningful to all students.

Plan to Monitor Progress Toward the Goal

Monitor Palm Beach Writes scores to measure student growth.

Person or Persons Responsible

Teacher and Administration.

Target Dates or Schedule:

Learning Team Meetings, Professional Development days, Teacher to student data chats and administration data chats with teacher.

Evidence of Completion:

Writing Folders, Palm Beach Writes, Writing Journals, Classroom walk-throughs and administration to teacher data chats.

G3. Based on the trends over the last five years, each FCAT-Tested grade level that students have been enrolled for a period of 90 days will show an increase learning gain in Mathematics by 10% for the 2013-2014 school year.

Targets Supported

- 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

Resources Available to Support the Goal

- 1. Incorporate understanding (comprehension check of mathematical concepts, operations and relations) into instruction which supports the Bid Ideas in the NGSSS.
- 2. Teacher will incorporate appropriate percent of high, medium and low order questions in the classroom and on test to reflect percent on FCAT by grade level.
- 3. Teacher will differentiate instruction using the rotational model to provide for learning needs of the students. Math teachers also will incorporate journal writing as part of demonstrating students understanding of the process involved in problem solving.
- 4. Tier i: Determine core instructional needs by reviewing assessment for all students. Plan differentiated instruction using evidence based instruction/intervention within 90 minute math block. 5. Tier ii: Plan supplemental instruction/intervention for the students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include after school tutorial remediation/enrichment. 6. Tier iii: Provide additional learning opportunities during school and after school utilizing alternate strategies and materials. FCAT Explorer, Gizmos, Destination math and Algebra Nation.

Targeted Barriers to Achieving the Goal

- 1. Mixed grade and ability levels in same class.

Plan to Monitor Progress Toward the Goal

Bi-weekly assessments, data chats and Lesson Plans

Person or Persons Responsible

Classroom Teachers and Assistant Principal

Target Dates or Schedule:

Math planning Learning team meetings, professional development days, teacher to student data chats and administrative data chats with teacher

Evidence of Completion:

Math unit assessments; I-Observation, walk-throughs and secondary benchmark calendars.

G4. Based on the trends over the last five years, each FCAT-Tested grade level that student have been enrolled for a period of 90 days will show an increase reading proficiency by 10% for the 2013-2014 school year.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- 1. School wide Vocabulary list to be used by all teachers and kept in student binders. Marzano 6-STEPS Building Academic Vocabulary research based strategies in all classrooms. Usage supported through Word Walls and repetition in content classes.
- 2. Student will receive differentiated instruction based upon analysis of prior year FCAT, FAIR Reading Comprehension, Maze and work Analysis results and teacher observation.

Targeted Barriers to Achieving the Goal

- 1. students have varied reading levels and classes are multiple grade levels.

Plan to Monitor Progress Toward the Goal

Benchmark, diagnostic results and Reading Logs

Person or Persons Responsible

Classroom Teachers and Assistant Principal

Target Dates or Schedule:

District training team, team meetings, learning team meeting, professional development days, teacher to student data chats and administrative data chats with teachers

Evidence of Completion:

Weekly Reading Logs, Core K-12 , Fall/Winter Diagnostic and teacher observation reports.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Fifty-three percent of students will score a three or above on the FY 14 science FCAT.

G1.B1 Student need exposure to a variety of quality science based literature in order to maximize their proficiency in Science.

G1.B1.S1 A new reading series has been adopted for FY 14 that includes a variety of non-fiction science based literature.

Action Step 1

Our science teachers will be trained in the available science literature that is part of the newly adopted reading series.

Person or Persons Responsible

Science Teachers and Administration.

Target Dates or Schedule

Professional Development days, Learning Team meetings, teachers data chats and administrative data chats with teachers.

Evidence of Completion

Science Journals, Science notebooks and classroom walk-throughs.

Facilitator:

Professional Development Team.

Participants:

All Teachers.

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

Monitor the science instruction for the use of the new non-fiction science literature that is part of the new science series.

Person or Persons Responsible

Science Teachers and Administration.

Target Dates or Schedule

Professional Development days and Learning Team Meetings.

Evidence of Completion

Classroom Observations.

Plan to Monitor Effectiveness of G1.B1.S1

Science benchmark and Assessment Data.

Person or Persons Responsible

Science Teachers and Administration.

Target Dates or Schedule

On Going.

Evidence of Completion

Science Notebooks; Science Journals and classroom walk-throughs.

G2. On the 2013-2014 administration of the FCAT Writing Test at least 80% of students will score a level of 3.5 or higher.

G2.B1 Challenge to meet the learning needs of all student groups and to make writing meaningful to all students.

G2.B1.S1 Student will use the writing process daily, writing samples will be dated and kept in the student writing portfolios to monitor progress over time.

Action Step 1

Monitor Palm Beach Writes scores to measure student growth.

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

Learning Team Meetings, Professional Development days, Teacher to student Data chats and Administration to teacher Data chats.

Evidence of Completion

Writing Folders, Palm Beach Writes, classroom walk-throughs and Administration to teacher Data Chats

Facilitator:

Professional Development Team and Administrations.

Participants:

All Teachers.

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

Monitor FCAT Writes Performance

Person or Persons Responsible

English Teacher and Administration.

Target Dates or Schedule

April 2014

Evidence of Completion

FCAT Writes Report and Analysis

Plan to Monitor Effectiveness of G2.B1.S1

Palm Beach Writes/Performance Assessments

Person or Persons Responsible

English Teacher and Administration.

Target Dates or Schedule

April 2014

Evidence of Completion

Palm Beach Writes, Writing Folders, Writing Journals, Classroom Walk-throughs, and Administration to Teacher data chats

G3. Based on the trends over the last five years, each FCAT-Tested grade level that students have been enrolled for a period of 90 days will show an increase learning gain in Mathematics by 10% for the 2013-2014 school year.

G3.B1 1. Mixed grade and ability levels in same class.

G3.B1.S1 Teacher will review prior data (FCAT and Diagnostic) monitor progress and provide appropriate interventions.

Action Step 1

Bi-weekly assessments, data chats and Lesson Plans

Person or Persons Responsible

Math Teacher and Administration

Target Dates or Schedule

Math Planning Learning Team meetings/Professional Development days, Teacher to student data chats and Administrative data chats with teacher.

Evidence of Completion

Math unit assessments, Secondary benchmark calendars, Walk-throughs and I-observation.

Facilitator:

Professional Development Team and Administrations.

Participants:

All Teachers.

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

Bi-weekly assessments, data chats and Lesson Plans

Person or Persons Responsible

Math Teacher and Administration.

Target Dates or Schedule

Math Planning Learning Team meetings/Professional Development days, Teacher to student data chats and Administrative data chats with teacher.

Evidence of Completion

Math unit assessments, Secondary benchmark calendars, Walk-throughs and I-observation.

Plan to Monitor Effectiveness of G3.B1.S1

Bi-weekly assessments, data chats and Lesson Plans

Person or Persons Responsible

Math Teacher and Administration.

Target Dates or Schedule

Math Planning Learning Team meetings/Professional Development days, Teacher to student data chats and Administrative data chats with teacher.

Evidence of Completion

Math unit assessments, Secondary benchmark calendars, Walk-throughs and I-observation.

G4. Based on the trends over the last five years, each FCAT-Tested grade level that student have been enrolled for a period of 90 days will show an increase reading proficiency by 10% for the 2013-2014 school year.

G4.B1 1. students have varied reading levels and classes are multiple grade levels.

G4.B1.S1 Use FCAT Explorer to enhance vocabulary and comprehension along with the EDGE Reading curriculum.

Action Step 1

A specific scope and sequence that will allow for effective and efficient instruction in reading across all grade levels K-12

Person or Persons Responsible

Reading Teacher/Administration

Target Dates or Schedule

District Training, Professional Development days, learning team meetings, teacher to student data chats and administrative data chats with teachers.

Evidence of Completion

Weekly Reading Logs, Core K-12 , Fall/Winter Diagnostic and teacher observation reports

Facilitator:

Professional Development Team and Administrations.

Participants:

All Teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Benchmark, diagnostic results and Reading Logs

Person or Persons Responsible

Reading Teacher and Administration.

Target Dates or Schedule

Reading Planning Learning Team meetings/Professional Development days, Teacher to student data chats and Administrative data chats with teacher.

Evidence of Completion

Weekly Reading Logs, Core K-12 , Fall/Winter Diagnostic and teacher observation reports

Plan to Monitor Effectiveness of G4.B1.S1

Benchmark, diagnostic results and Reading Logs

Person or Persons Responsible

Reading Teacher and Administration.

Target Dates or Schedule

Reading Planning Learning Team meetings/Professional Development days, Teacher to student data chats and Administrative data chats with teacher.

Evidence of Completion

Weekly Reading Logs, Core K-12 , Fall/Winter Diagnostic and teacher observation reports.

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

Title I Part D- Grant funding approval. Resource teachers, Vocational Instruction, part-time tutorial for all core subject areas.

Title III- Services are provided through the Palm Beach County School District for Educational materials and ELL district support services to improve the education for our students.

Violence Prevention- Students will receive daily groups within the program which focuses on Victim Awareness, Domestic Violence, and anger Management. These groups are covered through the Department of Juvenile Justice as part of the Day treatment component of the program. District-wide implementation of Single School cultures as well as Appreciation of multicultural diversity.

Career and Technical Education- Students not in need of additional reading are enrolled in Personal, Career and School Development classes through which students begin to explore career interests and opportunities through the state online Choice program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Fifty-three percent of students will score a three or above on the FY 14 science FCAT.

G1.B1 Student need exposure to a variety of quality science based literature in order to maximize their proficiency in Science.

G1.B1.S1 A new reading series has been adopted for FY 14 that includes a variety of non-fiction science based literature.

PD Opportunity 1

Our science teachers will be trained in the available science literature that is part of the newly adopted reading series.

Facilitator

Professional Development Team.

Participants

All Teachers.

Target Dates or Schedule

Professional Development days, Learning Team meetings, teachers data chats and administrative data chats with teachers.

Evidence of Completion

Science Journals, Science notebooks and classroom walk-throughs.

G2. On the 2013-2014 administration of the FCAT Writing Test at least 80% of students will score a level of 3.5 or higher.

G2.B1 Challenge to meet the learning needs of all student groups and to make writing meaningful to all students.

G2.B1.S1 Student will use the writing process daily, writing samples will be dated and kept in the student writing portfolios to monitor progress over time.

PD Opportunity 1

Monitor Palm Beach Writes scores to measure student growth.

Facilitator

Professional Development Team and Administrations.

Participants

All Teachers.

Target Dates or Schedule

Learning Team Meetings, Professional Development days, Teacher to student Data chats and Administration to teacher Data chats.

Evidence of Completion

Writing Folders, Palm Beach Writes, classroom walk-throughs and Administration to teacher Data Chats

G3. Based on the trends over the last five years, each FCAT-Tested grade level that students have been enrolled for a period of 90 days will show an increase learning gain in Mathematics by 10% for the 2013-2014 school year.

G3.B1 1. Mixed grade and ability levels in same class.

G3.B1.S1 Teacher will review prior data (FCAT and Diagnostic) monitor progress and provide appropriate interventions.

PD Opportunity 1

Bi-weekly assessments, data chats and Lesson Plans

Facilitator

Professional Development Team and Administrations.

Participants

All Teachers.

Target Dates or Schedule

Math Planning Learning Team meetings/Professional Development days, Teacher to student data chats and Administrative data chats with teacher.

Evidence of Completion

Math unit assessments, Secondary benchmark calendars, Walk-throughs and I-observation.

G4. Based on the trends over the last five years, each FCAT-Tested grade level that student have been enrolled for a period of 90 days will show an increase reading proficiency by 10% for the 2013-2014 school year.

G4.B1 1. students have varied reading levels and classes are multiple grade levels.

G4.B1.S1 Use FCAT Explorer to enhance vocabulary and comprehension along with the EDGE Reading curriculum.

PD Opportunity 1

A specific scope and sequence that will allow for effective and efficient instruction in reading across all grade levels K-12

Facilitator

Professional Development Team and Administrations.

Participants

All Teachers.

Target Dates or Schedule

District Training, Professional Development days, learning team meetings, teacher to student data chats and administrative data chats with teachers.

Evidence of Completion

Weekly Reading Logs, Core K-12 , Fall/Winter Diagnostic and teacher observation reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|---------|
| G1. | Fifty-three percent of students will score a three or above on the FY 14 science FCAT. | \$1,749 |
| G2. | On the 2013-2014 administration of the FCAT Writing Test at least 80% of students will score a level of 3.5 or higher. | \$1,749 |
| G3. | Based on the trends over the last five years, each FCAT-Tested grade level that students have been enrolled for a period of 90 days will show an increase learning gain in Mathematics by 10% for the 2013-2014 school year. | \$1,749 |
| G4. | Based on the trends over the last five years, each FCAT-Tested grade level that student have been enrolled for a period of 90 days will show an increase reading proficiency by 10% for the 2013-2014 school year. | \$1,749 |
| Total | | \$6,996 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total |
|--|------------------------|---------|
| Title 1 Part D and school Improvements Funds | \$1,749 | \$1,749 |
| Title 1 Part D and School Improvement funds | \$0 | \$0 |
| Title 1 Part D and School Improvement Funds | \$5,247 | \$5,247 |
| Total | \$6,996 | \$6,996 |

Budget Details

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

G1. Fifty-three percent of students will score a three or above on the FY 14 science FCAT.

G1.B1 Student need exposure to a variety of quality science based literature in order to maximize their proficiency in Science.

G1.B1.S1 A new reading series has been adopted for FY 14 that includes a variety of non-fiction science based literature.

Action Step 1

Our science teachers will be trained in the available science literature that is part of the newly adopted reading series.

Resource Type

Evidence-Based Program

Resource

Professional Development, Supplies, Technology, Training and Travel.

Funding Source

Title 1 Part D and School Improvement Funds

Amount Needed

\$1,749

G2. On the 2013-2014 administration of the FCAT Writing Test at least 80% of students will score a level of 3.5 or higher.

G2.B1 Challenge to meet the learning needs of all student groups and to make writing meaningful to all students.

G2.B1.S1 Student will use the writing process daily, writing samples will be dated and kept in the student writing portfolios to monitor progress over time.

Action Step 1

Monitor Palm Beach Writes scores to measure student growth.

Resource Type

Evidence-Based Program

Resource

Professional Development, Training, Supplies, Technology and Travel

Funding Source

Title 1 Part D and school Improvements Funds

Amount Needed

\$1,749

G3. Based on the trends over the last five years, each FCAT-Tested grade level that students have been enrolled for a period of 90 days will show an increase learning gain in Mathematics by 10% for the 2013-2014 school year.

G3.B1 1. Mixed grade and ability levels in same class.

G3.B1.S1 Teacher will review prior data (FCAT and Diagnostic) monitor progress and provide appropriate interventions.

Action Step 1

Bi-weekly assessments, data chats and Lesson Plans

Resource Type

Evidence-Based Program

Resource

Professional Development, training, Supplies, Travel and Technology.

Funding Source

Title 1 Part D and School Improvement funds

Amount Needed

\$1,749

G4. Based on the trends over the last five years, each FCAT-Tested grade level that student have been enrolled for a period of 90 days will show an increase reading proficiency by 10% for the 2013-2014 school year.

G4.B1 1. students have varied reading levels and classes are multiple grade levels.

G4.B1.S1 Use FCAT Explorer to enhance vocabulary and comprehension along with the EDGE Reading curriculum.

Action Step 1

A specific scope and sequence that will allow for effective and efficient instruction in reading across all grade levels K-12

Resource Type

Evidence-Based Program

Resource

Professional Development, Training, Supplies, Travel and Technology

Funding Source

Title 1 Part D and School Improvement Funds

Amount Needed

\$1,749