

2013-2014 SCHOOL IMPROVEMENT PLAN

Journeys Academy
1722 W AIRPORT BLVD
Sanford, FL 32771
407-320-7827

School Demographics

School Type High School	Title I Yes	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

Journeys Academy

Principal

Mike Icardi

School Advisory Council chair

Katherine Vogt

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

Name	Title
Mike Icardi	Principal
Deirdre Garnes	Assistant Principal
Ikema Morris	Instructional Coach
Tamera Vickers	HS Counselor
Katherine Vogt	MS Counselor
Twyla Sanks	Transition Counselor

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

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 membership at Journeys Academy consists of 4 instructional staff members, one non-instructional staff member, 5 community members and 1 parent. Journeys has struggled with getting more parents since our students are very transitory, the majority staying for less than a year. Our SAC has a chairperson and a secretary.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

In addition to what is noted in section 2 of the Current School Status, the SAC at Journeys review the budget and expenditures of the school and allocate school improvement funds for use to meet appropriate goals.

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

Since Journeys is a very small school, and we usually receive less than \$400 in funds, it is usually used to fund one needed area at the school. This year, since many of the progress monitoring data sheets are color-coded, SAC is considering using the funds to help purchase a color printer.

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:

Mike Icardi

Principal

Years as Administrator: 18

Years at Current School: 5

Credentials

Specialist in Educational Leadership
 Master's Degree in Public Administration
 B.S. in Business Administration
 Certifications: Educational Leadership
 School Principal
 Business Education

Performance Record

2012-2013 Journeys Academy (Alternative School) - No grade
 2011-2012 Journeys Academy (Alternative School) - No grade
 2010-2011 Journeys Academy (Alternative School) - No grade

Deirdre Garnes		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	B.S. and Master's in Ed Leadership Certifications: Ed Leadership, Social Science 6-12, Middle Grades Integrated Curriculum 5-9, and Health K-12	
Performance Record	Assistant Principal at Lake Brantley High School 2012-13 School Grade = A	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Ikema Morris		
Part-time / School-based	Years as Coach: 3	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	B.A. in English Master's Degree in Reading Certifications: Language Arts 6-12 Reading K -12 ESOL Endorsed Reading Endorsed	
Performance Record	Journeys Academy is an alternative school and has not received a School Grade in the past 3 years.	

Classroom Teachers

of classroom teachers
20

receiving effective rating or higher
0%

Highly Qualified Teachers
100%

certified in-field
20, 100%

ESOL endorsed
4, 20%

reading endorsed

5, 25%

with advanced degrees

12, 60%

National Board Certified

2, 10%

first-year teachers

1, 5%

with 1-5 years of experience

5, 25%

with 6-14 years of experience

8, 40%

with 15 or more years of experience

6, 30%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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

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 school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

I

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

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

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

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

Depending on the issues for each MTSS student, records are reviewed regularly to see if the interventions have had an effect of the specified behavior or academic concerns that have been targeted. Similarly, the SAC calls for and reviews data from attendance, grades, discipline, progress monitors, etc. Results are shared with the appropriate shareholders.

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

Data is pulled from Skyward, our district student data base for engagement issues. Past data is derived from Edinsight, a fairly new system which houses most of the information from high-stakes testing, grades, and a variety of other information. Data from ongoing progress monitors are gathered by teachers using common assessments and from our common progress monitoring system, Discovery Education.

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

Student data and information is provided to parents in a number of ways. When a student is identified with an academic or behavioral issue which is inhibiting their progress as a student, information is retrieved from many sources, including personal observation, teacher/counselor documentation, test scores, grades, attendance, etc. so that everyone is aware of the issues and potential causes. It often becomes evident to all parties what needs to be done once all the data is on the table.

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: 3,600

AFTER SCHOOL TUTORIAL PROGRAM - This program will take place two days a week for 60 minutes each for 30 weeks of the school year. Students with Reading and/or Math FCAT scores for the previous year which were not proficient (Level 1 & 2) are eligible to participate. Tutors are responsible to develop a tutoring plan based on the skills that need to be addressed according to each student's FCAT report and the data received from ongoing progress monitoring 3 times a year in both Reading and Math. Tutors are required to report progress being made from one progress monitor to the next, and adjust their tutoring plan based on that data.

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

The assistant principal is responsible for implementing the after-school tutorial program and monitoring its effectiveness.

Literacy Leadership Team (LLT)

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

Name	Title
Ikema Morris	Chairperson
Brenda Richardson	HS Language Arts Teacher
Daphne Lynah	HS Reading Teacher
Brandi Sanchez	HS Language Arts Teacher
Anne Martin	MS Reading Teacher
Dana Turner	MS Language Arts Teacher
Ed Young	ESE Reading & LA Teacher

How the school-based LLT functions

As a small school, our LLT operates as a Language Arts & Reading Professional Learning Committee (PLC). Our Literacy Coach, Ikema Morris, chairs the PLC/LLT and in cooperation with the School Leadership team help set the course of focus for Literacy within the school for each school year.

Major initiatives of the LLT

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

1) Developing proficiency in extracting and using data to differentiate instruction.

The obvious key to differentiating instruction is the understanding of what students know and don't know, and what they know how to do versus what they don't know how to do. The district has provided excellent access to data about every student through Edinsight, and immediate feedback from regular assessments by Discovery Education. Our teachers need to know where information is, how to extract it, and then how to implement a follow-up plan to help students acquire these information and skills.

2) Develop a comprehensive, school-wide vocabulary program. Data from FCAT and previous progress monitors shows that the students at Journeys have a very limited vocabulary and that is reflected in the test scores and lack of academic progress. Our students need a focused, consistent, and cohesive vocabulary plan which will systematically help increase their vocabulary and understanding.

3) Comprehensive plan to prepare for Common Core. With Common Core almost upon us, the school needs to join the district in preparing teachers, and students for the change in expectations for student learning. Common Core is a massive undertaking, and the impact on teaching and learning will be significant. So

Every Teacher Contributes to Reading Instruction

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

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

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

As a small alternative middle and high school, Journeys Academy addresses the college and career readiness of our students by providing elective coursework on both levels for students in career research and for high school students there is coursework in job skills.

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

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

Strategies for improving student readiness for the public postsecondary level

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

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	16%	40%
Students scoring at or above Achievement Level 4	11	6%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	30	25%	50%
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	10	16%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	30	72%	75%
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		40%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		40%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		40%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	72	36%	10%
Students in ninth grade with one or more absences within the first 20 days	16	21%	10%
Students in ninth grade who fail two or more courses in any subject	37	51%	25%
Students with grade point average less than 2.0	35	45%	25%
Students who fail to progress on-time to tenth grade	17	17%	15%
Students who receive two or more behavior referrals	228	60%	40%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	224	58%	40%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents logged into Skyward Parent Portal at least 1x a year	50	24%	50%

Goals Summary

- G1.** To increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students.
- G2.** To increase the average attendance of our students.
- G3.** All teachers will implement effective teaching strategies aligned to the district instructional plans.

Goals Detail

G1. To increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, 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
- EWS
- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- Professional Development
- MTSS
- Student Study Teams
- Additional Para-Professional

Targeted Barriers to Achieving the Goal

- General lack of parent support and involvement
- Lack of interventions that do not keep the student in the classroom

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal

Target Dates or Schedule:

Each week

Evidence of Completion:

Weekly reports sent to Executive Director and to school Leadership Team

G2. To increase the average attendance of our students.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, 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

Resources Available to Support the Goal

- Teacher phone calls Counselor/attendance reminders Administration warning letters Recognition/Incentives Parent Orientation Reminders

Targeted Barriers to Achieving the Goal

- Lack of a home-calling system
- High percentage of students don't feel comfortable in school

Plan to Monitor Progress Toward the Goal

Review quarterly attendance reports to see if attendance is increasing.

Person or Persons Responsible

The principal and assistant principal.

Target Dates or Schedule:

Each nine weeks.

Evidence of Completion:

Actual attendance percentage.

G3. All teachers will implement effective teaching strategies aligned to the district instructional plans.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, 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 - Middle School
- Science - High School
- Science - Biology 1 EOC
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Ongoing Professional Development using district and school resources.
- Part-Time Literacy Coach
- Title 1, District EST
- PLC's
- Mentor relationships with core teachers in other schools in our area

Targeted Barriers to Achieving the Goal

- Many teachers are the sole instructor in their grade level discipline
- Most teachers have 3 or more preps
- Lack of knowledge and implementation of effective instructional strategies

Plan to Monitor Progress Toward the Goal

Monitor DE assessment scores

Person or Persons Responsible

Teacher and Principal

Target Dates or Schedule:

After each DE assessment

Evidence of Completion:

Increase in average scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students.

G1.B1 General lack of parent support and involvement

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

Action Step 1

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

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

During each Parent Event

Evidence of Completion

Actual surveys and the responses

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

Plan and execute for the next Parent Program information and access that parents/guardians requested

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

During 2013-2014 school year

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

After each Parent/Guardian Event

Evidence of Completion

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

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

Action Step 1

Provide quarterly Saturday meetings for parents and students to attend in lieu of a disciplinary action. Provide food, information and access to community family resources.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

At least once each 9 weeks

Evidence of Completion

The event being scheduled and executed each quarter.

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

SAC reviews the program and attendance of each quarterly event

Person or Persons Responsible

SAC and Leadership Team

Target Dates or Schedule

Each 9 weeks

Evidence of Completion

Minutes of SAC meetings

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

Principal and Leadership Team

Target Dates or Schedule

Each 9 weeks

Evidence of Completion

Data reported to SAC and Faculty in a report

G1.B2 Lack of interventions that do not keep the student in the classroom

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

Action Step 1

Implement a pre-referral "demerit" program for minor violations of school and district policies

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

At the beginning of the 2013-2014 school year

Evidence of Completion

Successful implementation of the demerit system

Action Step 2

Develop a "point system" approach to reinforce positive behaviors in the middle school building

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

At the beginning of the 2013-2014 school year

Evidence of Completion

Successful implementation of the point system

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

Quarterly reviews of the demerit and point systems

Person or Persons Responsible

Completed independently by the Middle School and High School Teams

Target Dates or Schedule

Once a quarter during Middle School and High School Team meetings

Evidence of Completion

Minutes from the meetings note the suggestions for change and improvement to these new initiatives

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

Principal

Target Dates or Schedule

Each week

Evidence of Completion

Weekly Environmental Report sent to Leadership Team and Executive Director

G2. To increase the average attendance of our students.

G2.B1 Lack of a home-calling system

G2.B1.S1 Accumulate funds to purchase and then install system

Action Step 1

Accumulate funds to purchase a home-calling system

Person or Persons Responsible

Principal

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Successful installation and use of the home-calling system.

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

Make sure that progress is made towards accumulating funds

Person or Persons Responsible

Principal

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Installation and use of home-calling system

Plan to Monitor Effectiveness of G2.B1.S1

Monitor attendance rates after installation

Person or Persons Responsible

Administrative team

Target Dates or Schedule

On a quarter by quarter basis

Evidence of Completion

That average attendance increases with the home-calling system

G2.B2 High percentage of students don't feel comfortable in school

G2.B2.S1 Provide one to one interventions by counselors and social workers with students who show indications of discomfort in a school setting.

Action Step 1

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

Person or Persons Responsible

School staff

Target Dates or Schedule

Continuously throughout the 2013-2014 school year

Evidence of Completion

Keeping record of identification and referral process

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

Quarterly review of the student referral process

Person or Persons Responsible

School Counselors

Target Dates or Schedule

At least once a quarter

Evidence of Completion

Report made to School Leadership Team each nine weeks

Plan to Monitor Effectiveness of G2.B2.S1

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

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Each Nine Weeks

Evidence of Completion

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

G2.B2.S2 Provide programs and classes for parents and students designed to encourage, educate and challenge students to make a strong effort to be successful in each class.

Action Step 1

Have scheduled opportunities for students and parents to be trained and motivated to help students stay focused on their education

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

By end of 1st Quarter

Evidence of Completion

Yearly plan for programs and classes made available to staff and parents

Plan to Monitor Fidelity of Implementation of G2.B2.S2

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

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

After each program

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B2.S2

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

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Each Nine Weeks

Evidence of Completion

Agenda item for School Leadership Team meetings and then discussed

G3. All teachers will implement effective teaching strategies aligned to the district instructional plans.

G3.B1 Many teachers are the sole instructor in their grade level discipline

G3.B1.S1 From neighboring MS and HS schools, assign mentors for our teachers who teach the same coursework.

Action Step 1

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

Person or Persons Responsible

The Principal will initiate contact and the teacher will follow up to set up meetings and observations.

Target Dates or Schedule

Journeys teachers will be required to contact their mentor at least twice each quarter, share plans, common assessments, and instructional strategies. Journeys teachers will be required to setup an observation at their mentor's schools once each semester.

Evidence of Completion

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

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

Teacher will provide the Principal a record of each contact with mentor teacher.

Person or Persons Responsible

Each Teacher.

Target Dates or Schedule

Once a semester.

Evidence of Completion

Checklist kept by Principal.

Plan to Monitor Effectiveness of G3.B1.S1

Improved assessment and high-stakes test scores

Person or Persons Responsible

Principal

Target Dates or Schedule

At end of school year

Evidence of Completion

Comparison of new versus previous test scores

G3.B1.S2 Develop PLC's that include teachers from similar disciplines to help each other productively access students data and cooperatively plan and implement instruction that meets the common needs of our students.

Action Step 1

Assign each teacher to the appropriate PLC: Science & Math or English, Reading, & Social Studies

Person or Persons Responsible

Principal

Target Dates or Schedule

During 1st Quarter

Evidence of Completion

Each teacher is assigned and PLC are actually meeting

Facilitator:

Mike Icardi

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

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

Person or Persons Responsible

PLC Chairperson

Target Dates or Schedule

After each PLC meeting

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B1.S2

Review instructional strategies on lesson plans and during informal classroom visits

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

On a weekly basis

Evidence of Completion

Comments on I-Observation after each informal classroom visit

G3.B2 Most teachers have 3 or more preps

G3.B2.S1 Develop PLC's that include teachers from similar disciplines to help each other productively access student data and cooperatively plan and implement instruction that meet common needs of our students.

Action Step 1

Create multi-disciplinary PLC's

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

At the beginning of the year

Evidence of Completion

Teams chosen and chairperson's have been selected

Facilitator:

Principal

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Require agenda and minutes from each PLC meeting

Person or Persons Responsible

Principal and PLC chairpersons

Target Dates or Schedule

After each meeting.

Evidence of Completion

Principal receives copy of agenda and minutes

Plan to Monitor Effectiveness of G3.B2.S1

Monitor improvement in student DE scores

Person or Persons Responsible

Administrative team and teachers

Target Dates or Schedule

After each DE administration

Evidence of Completion

Regular increases in DE scores

G3.B2.S2 From neighboring MS and HS schools, assign mentors for our teachers who teach the same coursework.

Action Step 1

Contact neighboring schools to setup mentor teachers

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

During 1st Semester

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S2

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

After each mentor visit

Evidence of Completion

Short reviews given to the Principal

Plan to Monitor Effectiveness of G3.B2.S2

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

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

After regular informal classroom visits

Evidence of Completion

Noted in lesson plans and seen during regular informal classroom visits

G3.B3 Lack of knowledge and implementation of effective instructional strategies

G3.B3.S1 Have teachers observe strong, effective, veteran mentor teachers at other schools

Action Step 1

Contact middle and high schools close to Journeys to setup mentor opportunities for each teacher

Person or Persons Responsible

Principal and teachers

Target Dates or Schedule

1st Semester of 2013-2014

Evidence of Completion

Teachers meet with mentors

Plan to Monitor Fidelity of Implementation of G3.B3.S1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Once a semester after their visits

Evidence of Completion

Written documentation provided to the Principal

Plan to Monitor Effectiveness of G3.B3.S1

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

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

During instructional walk-throughs

Evidence of Completion

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

G3.B3.S2 Increase professional development opportunities for teachers to improve the number of instructional options in their instructional tool box

Action Step 1

The JA Professional Development plan for the year should include a minimum of two inservices each semester focusing on instructional skills.

Person or Persons Responsible

Principal

Target Dates or Schedule

Plan should be in place before the end of 1st Quarter

Evidence of Completion

Written plan on Share Drive for access by all JA Staff

Facilitator:

Mike Icardi

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S2

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

Person or Persons Responsible

Principal

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B3.S2

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

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

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

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

Journeys Academy will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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.

G3. All teachers will implement effective teaching strategies aligned to the district instructional plans.

G3.B1 Many teachers are the sole instructor in their grade level discipline

G3.B1.S2 Develop PLC's that include teachers from similar disciplines to help each other productively access students data and cooperatively plan and implement instruction that meets the common needs of our students.

PD Opportunity 1

Assign each teacher to the appropriate PLC: Science & Math or English, Reading, & Social Studies

Facilitator

Mike Icardi

Participants

All Teachers

Target Dates or Schedule

During 1st Quarter

Evidence of Completion

Each teacher is assigned and PLC are actually meeting

G3.B2 Most teachers have 3 or more preps

G3.B2.S1 Develop PLC's that include teachers from similar disciplines to help each other productively access student data and cooperatively plan and implement instruction that meet common needs of our students.

PD Opportunity 1

Create multi-disciplinary PLC's

Facilitator

Principal

Participants

All teachers

Target Dates or Schedule

At the beginning of the year

Evidence of Completion

Teams chosen and chairperson's have been selected

G3.B3 Lack of knowledge and implementation of effective instructional strategies

G3.B3.S2 Increase professional development opportunities for teachers to improve the number of instructional options in their instructional tool box

PD Opportunity 1

The JA Professional Development plan for the year should include a minimum of two inservices each semester focusing on instructional skills.

Facilitator

Mike Icardi

Participants

All teachers

Target Dates or Schedule

Plan should be in place before the end of 1st Quarter

Evidence of Completion

Written plan on Share Drive for access by all JA Staff

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students.	\$2,600
G2.	To increase the average attendance of our students.	\$4,700
G3.	All teachers will implement effective teaching strategies aligned to the district instructional plans.	\$12,500
Total		\$19,800

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Other	Evidence-Based Program	Evidence-Based Materials	Total
Temporary Duty Funds	\$2,500	\$0	\$0	\$0	\$0	\$2,500
SIP Funds Capital Outlay Funds General School Funds	\$0	\$4,200	\$0	\$0	\$0	\$4,200
Title I	\$0	\$0	\$1,000	\$500	\$0	\$1,500
Temporary Duty	\$5,000	\$0	\$0	\$0	\$0	\$5,000
Professional Development Funds	\$5,000	\$0	\$0	\$0	\$0	\$5,000
Internal Accounts	\$0	\$0	\$0	\$0	\$1,600	\$1,600
Total	\$12,500	\$4,200	\$1,000	\$500	\$1,600	\$19,800

Budget Details

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

G1. To increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students.

G1.B1 General lack of parent support and involvement

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

Action Step 1

Provide quarterly Saturday meetings for parents and students to attend in lieu of a disciplinary action. Provide food, information and access to community family resources.

Resource Type

Other

Resource

Food Information Packets

Funding Source

Title I

Amount Needed

\$1,000

G1.B2 Lack of interventions that do not keep the student in the classroom

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

Action Step 2

Develop a "point system" approach to reinforce positive behaviors in the middle school building

Resource Type

Evidence-Based Materials

Resource

Rewards for students who achieve points

Funding Source

Internal Accounts

Amount Needed

\$1,600

G2. To increase the average attendance of our students.

G2.B1 Lack of a home-calling system

G2.B1.S1 Accumulate funds to purchase and then install system

Action Step 1

Accumulate funds to purchase a home-calling system

Resource Type

Technology

Resource

Home-Calling System

Funding Source

SIP Funds Capital Outlay Funds General School Funds

Amount Needed

\$4,200

G2.B2 High percentage of students don't feel comfortable in school

G2.B2.S2 Provide programs and classes for parents and students designed to encourage, educate and challenge students to make a strong effort to be successful in each class.

Action Step 1

Have scheduled opportunities for students and parents to be trained and motivated to help students stay focused on their education

Resource Type

Evidence-Based Program

Resource

Food Books Handouts

Funding Source

Title I

Amount Needed

\$500

G3. All teachers will implement effective teaching strategies aligned to the district instructional plans.

G3.B1 Many teachers are the sole instructor in their grade level discipline

G3.B1.S1 From neighboring MS and HS schools, assign mentors for our teachers who teach the same coursework.

Action Step 1

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

Resource Type

Personnel

Resource

Substitutes

Funding Source

Temporary Duty Funds

Amount Needed

\$2,500

G3.B2 Most teachers have 3 or more preps

G3.B2.S2 From neighboring MS and HS schools, assign mentors for our teachers who teach the same coursework.

Action Step 1

Contact neighboring schools to setup mentor teachers

Resource Type

Personnel

Resource

Substitutes

Funding Source

Temporary Duty

Amount Needed

\$2,500

G3.B3 Lack of knowledge and implementation of effective instructional strategies

G3.B3.S1 Have teachers observe strong, effective, veteran mentor teachers at other schools

Action Step 1

Contact middle and high schools close to Journeys to setup mentor opportunities for each teacher

Resource Type

Personnel

Resource

Substitutes

Funding Source

Temporary Duty

Amount Needed

\$2,500

G3.B3.S2 Increase professional development opportunities for teachers to improve the number of instructional options in their instructional tool box

Action Step 1

The JA Professional Development plan for the year should include a minimum of two inservices each semester focusing on instructional skills.

Resource Type

Personnel

Resource

Stipends for teachers Resource Materials

Funding Source

Professional Development Funds

Amount Needed

\$5,000