

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Silver Star Center  
1600 SILVER STAR RD  
Orlando, FL 32804  
407-521-2330

### School Demographics

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

### School Grades History

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### SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Silver Star Center

##### Principal

Elaine Scott

##### School Advisory Council chair

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

Name	Title
Karl Wagner	Assistant Principal
Jean Caldwell	Behavior Specialist
Allan Magbanua	SAFE
Iradly Roche	Social Worker
Marva Marrs	CRT
Barbra Dawkins	Reading Coach
James Beller	Mental Health
Felice Greene	Guidance
Heather Kjosa	Teacher - Math

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### 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

Silver Star Center is an interim placement school for 45 days, the SAC is comprised of faculty volunteers, community members and parents when they arrive at orientation. When students exit Silver Star Center parents are encouraged to continue involvement in their child's home school.

#### Involvement of the SAC in the development of the SIP

The SAC is reviewed at every orientation and parents are given input forms on their survey when their child exits. The meetings are for anyone to attend and reviews are held every quarter.

**Activities of the SAC for the upcoming school year**

SAC will meet quarterly to revise and recommend changes for next year. The members of SAC help determine the atmosphere at Silver Star Center by looking at what changes can be made to make the school atmosphere more conducive to learning.

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

The SAC provides classroom materials, uniforms and parent supplies.

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

Not In Compliance

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

Parents are notified of meetings at orientation, by email, by Connect Orange and school newsletters. Parents are encouraged to participate in the SAC of their child's home school when they have completed their interim placement at Silver Star Center.

**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:**

**Elaine Scott**

Principal	Years as Administrator: 21	Years at Current School: 9
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<b>Credentials</b>	B. S. in Biology and Chemistry M.S. in Science Education Specialist in Education Ed. D Administration and Supervision Professional Certifications: School Principal
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<b>Performance Record</b>	2004-Present Silver Star Center -- Receives district grade Reviewed student FCAT data and closely monitored teachers' implementation of FCIM/RtI/CBC/PLC's through classroom walkthroughs and feedback as well as professional development training's. This plan was effective with improving students' academic achievements as evident by the increase in the number of level 3 and 4 from the previous years. NA for learning gains as Silver Star Center is a Interim Day School where students are in attendance only 45 days.
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<b>Karl Wagner</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	B.S. Elementary Education 1-6 M. Ed in Educational Leadership	
<b>Performance Record</b>	20012 - Present -- Silver Star Assistant Principal, Grade C 2009-12 Lake Nona High School, Grade A 2008-2009 Freedom High School, Grade B 2001-2008 Hunter's Creek Middle School, Grade A	

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Marva Marrs</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
<b>Areas</b>	Other	
<b>Credentials</b>	B.A. Psychology Reading Endorsed ESE Certified	
<b>Performance Record</b>	2011-Present Silver Star Center - District School Grade C 2004-2011 Gateway School - District School Grade A Ms. Marrs spent several years as a highly qualified Reading instructor at Gateway School where she was instrumental in assisting with the school's AYP increase of 2% during 2010-11. Since coming to Silver Star Center, Ms. Marrs has conducted professional development trainings for teachers in the areas of instructional strategies and data disaggregation. In the capacity of instructional coach, Ms. Marrs systematically meets with teachers to improve their effectiveness in the classroom especially in areas that align with the new evaluation process.	

<b>Barbra Dawkins</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BA in Elementary Education MeD in VE NBCT in Exceptional Education up to age 21 Certified Elementary Education 1-6 VE Certification K-12 ESOL Endorsed Reading Endorsed	
<b>Performance Record</b>	2013-Present Silver Star Center - District Grade 1998 - 2013 Ridgewood Park Elementary School, Reading Resource Teacher, School Grade B	

**Classroom Teachers**

<b># of classroom teachers</b>	12
<b># receiving effective rating or higher</b>	12, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	12, 100%
<b># ESOL endorsed</b>	5, 42%
<b># reading endorsed</b>	6, 50%
<b># with advanced degrees</b>	5, 42%
<b># National Board Certified</b>	1, 8%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	6, 50%
<b># with 6-14 years of experience</b>	5, 42%
<b># with 15 or more years of experience</b>	1, 8%



**Education Paraprofessionals****# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

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

8

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Recruiting teachers is done by word of mouth and by using the OCPS HR department to identify highly qualified teachers and locate staff that would benefit our student population. The staff is retained by offering additional supplements and ability to advance within the school and student-teacher ratio is very small. The Principal and Assistant Principal do the interviews and make hiring decisions that are in the best interest of the students at the Alternative Settings.

**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**

With the small staff at our location the mentoring is completed in PLC's by Grade Level and by the constant availability of our CRT and Reading Coaches. Coaches visit classrooms daily and give teachers feedback as to how to improve student learning.

**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 utilize progress monitoring, daily point sheets, teacher assessments, and district based assessments to determine what areas need to focus on for a more individualized instruction and behavioral strategies that are successful when dealing with the students.

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

Each member will provide support to the teachers and help establish contact with the families. They will help identify the issues, problem areas, and establish a clear set of objectives and goals for each staff

member relating to student success. Check and balances are used to consistently check the results of the implementation of new strategies and what needs to be tweaked.

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

The teachers and staff conduct weekly PLC (Professional Learning Communities) Meetings, review of the discipline data and interventions that are successful and compare the data from the previous year and what are issues that need to be addressed.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The staff uses data from FCAT(Florida Comprehensive Assessment Test), Fair, benchmark testing, Achieve 3000, performance matters, IMS (Informational Management System), Cpalms , and Orange County Writes to determine the areas of intense focus and what needs to be increased.

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

The entire staff completes Data Notebooks to monitor student progress, the notebooks are checked by administration throughout the year. Lesson plans and PLC minutes are checked weekly for higher order instructional strategies and student issues and concerns.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Extended Day for All Students  
**Minutes added to school year:**

Silver Star Center is not able to provide extended learning opportunities at this time.

**Strategy Purpose(s)**  
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**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

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

Name	Title
Barbra Dawkins	Reading Teacher
Marva Marrs	CRT

Name	Title
Laurie Read	Language Arts Teacher
Redgie Franklin	Reading Teacher
Paulette Randolph	Reading Teacher
Tawanna Burke	Reading Teacher

### **How the school-based LLT functions**

The team will have weekly meetings about the focus of the nine week period, create sample prompts to use in the classrooms across the curriculum, using tier 2 words vocabulary words in all classes, and using SIMS (Strategic Instruction Model).

### **Major initiatives of the LLT**

To focus on the reading, writing and speaking in the classroom with implementation of digital instruction and monitoring student success and adjust as need to create student success.

## **Every Teacher Contributes to Reading Instruction**

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

The use of Performance Matters, and progress monitoring data will be discussed on student achievement in the weekly content PLC's. Discussion boards will be available on sharepoint for teachers to share and ask questions. Teachers will use peer reflections and lesson studies to better their teaching practice. Teachers will video their lesson and then view and reflect on the good and what they can do to improve. Content areas focus on reading strategies in their class.

## **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**

Being an interim placement for 45 days, students are placed in the appropriate classes as determined by their schedule from their home school and the data as provided by the FCAT assessments and EOC (End of Course Exams).

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

Guidance Counselor meets with each student to discuss their future career or college goals and the courses and tests they need to accomplish to meet their goals.

### **Strategies for improving student readiness for the public postsecondary level**

Students are encouraged to challenge themselves and attempt higher level courses while identifying the needs to be ready for college and the real world.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	15%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	6%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	14	40%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	11	31%	40%

**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)			
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	[data excluded for privacy reasons]		20%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics**

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
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]	25%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	10%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	25%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	10%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		30%

**Florida Alternate Assessment (FAA)**

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

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		10
Participation in STEM-related experiences provided for students	2	50%	75%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

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

**Area 8: Early Warning Systems**



**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	29%	19%
Students who fail a mathematics course	7	18%	13%
Students who fail an English Language Arts course	5	13%	8%
Students who fail two or more courses in any subject	20	51%	40%
Students who receive two or more behavior referrals	12	29%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	9	21%	11%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	20%	10%
Students in ninth grade with one or more absences within the first 20 days	2	17%	8%
Students in ninth grade who fail two or more courses in any subject	6	50%	25%
Students with grade point average less than 2.0	18	72%	50%
Students who fail to progress on-time to tenth grade	5	42%	30%
Students who receive two or more behavior referrals	20	40%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	25	50%	25%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
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)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**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**

The results of the Silver Star Center's Parent/Family Involvement survey identified barriers which hinder participation by parents in parental involvement activities. Identified barriers included a lack of transportation, school/parent work hours, language barriers and child care.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
By June 2014, 80% of parents will rate the school Positive School Climate effective on the 2014 Silver Star Center's Parent/Family Involvement.			80%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** To provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written.
  
- G2.** We will utilize informational, literary text, and digital technology to increase student achievement

## Goals Detail

**G1.** To provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written.

### **Targets Supported**

- All Areas
- Reading (FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, 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
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School

### **Resources Available to Support the Goal**

- Safe Coordinator, School Social Worker, Mental Health Therapist, Guidance Counselor, Behavior Specialist, Behavioral Support Services, Valerie Rozier Smith - Services, ELL (English Language Learners) Teacher and Para, University of Central Florida Interns, District Professional Development Courses - on [signmeup.ocps.net](http://signmeup.ocps.net), Marzano Strategies, FLDOE (Florida Department of Education) and FLDRS (Florida Diagnostic and Learning Resource System).

### **Targeted Barriers to Achieving the Goal**

- The biggest barrier is the Interim placement at Silver Star Center for 45 days.
- Parental Involvement as to the distance and location of Silver Star Center. Silver Star Center services the entire OCPS (Orange County Public School System) student body, often times the distance and location make it difficult for parents to obtain transportation to Silver Star Center.

## Plan to Monitor Progress Toward the Goal

Quarterly the Data Binders will be turned into the Administration with what was done to reach the Goals outlined in the School Improvement Plan, ex: Parental Call Logs and Conference Logs.

**Person or Persons Responsible**

All Instructional, Administrative, and Support Staff.

**Target Dates or Schedule:**

This will be monitored quarterly.

**Evidence of Completion:**

Data binders, reduction in referrals, and feedback from Parental, Student and Staff Surveys.

**G2. We will utilize informational, literary text, and digital technology to increase student achievement**

**Targets Supported**

- All Areas
- Reading (FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, 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
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- Additional Targets

**Resources Available to Support the Goal**

- Florida Oral Fluency (FORF), Achieve 3000, Marzano High Yield Strategies, Thinking Maps, Discovery Education, Safari Montage, Scope and Sequence, District Order of Instruction

**Targeted Barriers to Achieving the Goal**

- Students' levels of preparedness upon enrollment at Silver Star Center

## Plan to Monitor Progress Toward the Goal

By Teacher Data Binders, Teacher Lesson Plans, Orange County Writes and Benchmark Exams

### **Person or Persons Responsible**

Administration, CRT, Reading Coach, Reading Literacy Team

### **Target Dates or Schedule:**

Daily with classroom visits, weekly with lesson plan checks and feedback, monthly with Orange County Writes, Data Binder collection at the end of every 9 weeks, at Benchmark Testing Windows.

### **Evidence of Completion:**

Students will increase their scores on Orange County Writes, and show gains on benchmark testing.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written.

**G1.B1** The biggest barrier is the Interim placement at Silver Star Center for 45 days.

**G1.B1.S1** Make sure that all staff review, understand and implement the student's Individual Education Plan (IEP) and the Behavioral Intervention Plan (BIP) and follow the recommended strategies and interventions. I

#### **Action Step 1**

Through weekly PLC meetings and the implementation of MTSS (Multiple Tiered Student Support Services) in classrooms. Meetings with UCF interns and outside support agencies.

#### **Person or Persons Responsible**

School Behavioral Support Team, UCF Interns, and outside agencies.

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Reduction in the number of discipline referrals written, and increased student achievement - evidenced by assessments.

#### **Action Step 2**

Through weekly PLC meetings and the implementation of MTSS (Multiple Tiered Student Support Services) in classrooms. Meetings with UCF interns and outside support agencies.

#### **Person or Persons Responsible**

School Behavioral Support Team, UCF Interns, and outside agencies.

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Reduction in the number of discipline referrals written, and increased student achievement - evidenced by assessments.



### **Action Step 3**

Staffing Specialist will bring IEP's and BIP's from the home school and share with staff at Silver Star Center.

#### **Person or Persons Responsible**

Kevin Bingham, Samantha Jones, Melanie Guthrie

#### **Target Dates or Schedule**

Immediately following the DTM (Discipline Team Meeting) when the recommendation is for the student to attend Silver Star Center.

#### **Evidence of Completion**

SMS (Student Management System), BIL's (Behavior Intervention Logs), EDW (Education Data Warehouse), and IMS.

#### **Facilitator:**

Ms. Caldwell and Staffing Specialist

#### **Participants:**

All Instructional and Support Staff

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

At weekly Behavior PLC meetings discussions will take place to what is working and not working and what they can do to improve student achievement. Data from BIL's, Referrals, and data collection logs will be reviewed and interventions addressed.

#### **Person or Persons Responsible**

Administrative Leadership Team: Marrs, Dawkins, Caldwell, Wagner, Bingham, Guthrie, Jones, Greene

#### **Target Dates or Schedule**

Weekly at PLC Meetings, and at Wednesday Intern meeting

#### **Evidence of Completion**

The minutes that are submitted at the completion of each meeting and the identification of who is responsible.

## Plan to Monitor Effectiveness of G1.B1.S1

On going feedback from PLC meetings via meeting notes that will be shared weekly in administrative meetings. Staff will also post to the school sharepoint site and provide feedback.

### Person or Persons Responsible

All Instructional, Administration, and Support Staff

### Target Dates or Schedule

Monthly

### Evidence of Completion

The running sharepoint log and the agenda accompanied by PLC minutes. Student performance and discipline referral data.

**G1.B2** Parental Involvement as to the distance and location of Silver Star Center. Silver Star Center services the entire OCPS (Orange County Public School System) student body, often times the distance and location make it difficult for parents to obtain transportation to Silver Star Center.

**G1.B2.S1** Alternative Methods to communicate with parents, ie Email, School Messenger, Certified Mail, Phone Conference will be used. I

### Action Step 1

Establish with parents the best way for us to communicate with them during their Orientation at Silver Star Center.

### Person or Persons Responsible

Ms. Caldwell, Ms. Randolph, Mr. Roche

### Target Dates or Schedule

Takes place during the one hour student Orientation after the DTM that placed the student at Silver Star Center.

### Evidence of Completion

Parent Sign In Sheets for Orientation, Conferences, Print Out from School Messenger, and Parental Emails.

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

Parental Contact Logs, BIL's (Behavior Intervention Logs)

**Person or Persons Responsible**

All Staff

**Target Dates or Schedule**

As Needed

**Evidence of Completion**

More parental involvement at Orientation, through parental attendance at on campus activities, increased email and phone logs.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Parental Involvement Coordinator and Title I Coordinator will monitor strategy effectiveness

**Person or Persons Responsible**

Ms. Caldwell, and Ms. Randolph

**Target Dates or Schedule**

Reviewed Weekly

**Evidence of Completion**

Feedback from Survey's with designed questions to gauge the effectiveness of Parental Contact

**G2. We will utilize informational, literary text, and digital technology to increase student achievement**

**G2.B1 Students' levels of preparedness upon enrollment at Silver Star Center**

**G2.B1.S1** Provide classroom materials and assessments that are aligned with the EOC exam formats and language. N

**Action Step 1**

Provide students with digital technology (Achieve 3000) to increase student achievement

**Person or Persons Responsible**

Reading Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Usage Reports,

**Facilitator:**

Achieve 3000 consultant, Reading Coach

**Participants:**

Teachers, administrators

## **Action Step 2**

Teachers will be provided professional development in the area of vocabulary and using informational/literacy text to focus on the most significant vocabulary concepts and provide explicit and systematic instruction in all classes. Allowing students increased exposure and interaction to vocabulary and comprehension.

### **Person or Persons Responsible**

All Instructional Staff and Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Sign in sheets, classroom observations

### **Facilitator:**

Ms. Marrs, Ms. Dawkins, Ms. Read, and Administration

### **Participants:**

All Instructional Staff and Support Staff

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

Administrators will review teacher made exams to ensure language aligns with EOC format.

### **Person or Persons Responsible**

Reading Teachers, Instructional Teachers, Guidance, CRT/Instructional Coach, Reading Coach, Administration

### **Target Dates or Schedule**

As needed

### **Evidence of Completion**

Increased level of alignment to EOC exams, Increased FORF and Lexile scores and progress on Achieve 3000 standards.

## **Plan to Monitor Effectiveness of G2.B1.S1**

Lesson Plans, Classroom visits, Observations and Student Scores, Teacher Data Binders

### **Person or Persons Responsible**

CRT, Reading Coach, Administration, Reading Teachers

### **Target Dates or Schedule**

Every 9 weeks at Data Binder Checks, Weekly with lesson plan checks, benchmark testing and daily classroom visits

### **Evidence of Completion**

Student exit scores prior to return to their home school after their 45 day interim placement, student performance data on EOC exams

## 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

Federal, State and Local funds will be used to purchase the following items and or services for Parents, Students and Staff:

Silver Star Center provides all parents parental literature on how to help their child succeed in school, along with services offered at Silver Star Center.

Title 1 funds will be used to develop community outreach/parent empowerment fair, and parent night.

Motivational speakers will be used throughout the year to address students and parents.

Supplemental material will be provided for parents and students as they relate to parent and student need.

Title 1 funds and operational funds are used for technology in the classrooms.

Reading Coach will provide enrichment activities for level 3 and higher students.

Non-reoccurring funds were used to purchase Digital Curriculum like Achieve 3000 materials for all reading classes.

Title 1 and general budget will purchase STEM Activities for in use in science and math classrooms.

OCPS food services provides free breakfast for all students attending Silver Star Center ensuring that all students start the day off with something to eat. They also provide lunch services to students helping them reach a balanced and nutritious diet.

## 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.** To provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written.

**G1.B1** The biggest barrier is the Interim placement at Silver Star Center for 45 days.

**G1.B1.S1** Make sure that all staff review, understand and implement the student's Individual Education Plan (IEP) and the Behavioral Intervention Plan (BIP) and follow the recommended strategies and interventions. I

### PD Opportunity 1

Staffing Specialist will bring IEP's and BIP's from the home school and share with staff at Silver Star Center.

#### Facilitator

Ms. Caldwell and Staffing Specialist

#### Participants

All Instructional and Support Staff

#### Target Dates or Schedule

Immediately following the DTM (Discipline Team Meeting) when the recommendation is for the student to attend Silver Star Center.

#### Evidence of Completion

SMS (Student Management System), BIL's (Behavior Intervention Logs), EDW (Education Data Warehouse), and IMS.



**G2. We will utilize informational, literary text, and digital technology to increase student achievement**

**G2.B1 Students' levels of preparedness upon enrollment at Silver Star Center**

**G2.B1.S1** Provide classroom materials and assessments that are aligned with the EOC exam formats and language. N

**PD Opportunity 1**

Provide students with digital technology (Achieve 3000) to increase student achievement

**Facilitator**

Achieve 3000 consultant, Reading Coach

**Participants**

Teachers, administrators

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Usage Reports,

**PD Opportunity 2**

Teachers will be provided professional development in the area of vocabulary and using informational/literacy text to focus on the most significant vocabulary concepts and provide explicit and systematic instruction in all classes. Allowing students increased exposure and interaction to vocabulary and comprehension.

**Facilitator**

Ms. Marrs, Ms. Dawkins, Ms. Read, and Administration

**Participants**

All Instructional Staff and Support Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign in sheets, classroom observations

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	We will utilize informational, literary text, and digital technology to increase student achievement	\$5,070
Total		\$5,070

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Non-Capitalized Software		\$5,070
Total		\$5,070

### Budget Details

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

#### G2. We will utilize informational, literary text, and digital technology to increase student achievement

##### G2.B1 Students' levels of preparedness upon enrollment at Silver Star Center

**G2.B1.S1** Provide classroom materials and assessments that are aligned with the EOC exam formats and language. N

#### Action Step 1

Provide students with digital technology (Achieve 3000) to increase student achievement

#### Resource Type

Evidence-Based Program

#### Resource

Purchase Achieve 3000

#### Funding Source

Non-Capitalized Software

#### Amount Needed

\$5,070