



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Avenue Excep. Student Center

1301 W PALM AVE

Jacksonville, FL 32254

904-693-7516

<http://www.duvalschools.org/palmavenue>

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

No

Charter School

No

Minority Rate*[Data Not Available]*

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
Part III: Coordination and Integration	30
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Budget to Support Goals	34

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Palm Avenue Excep. Student Ctr

Principal

Michael T. Alexander

School Advisory Council chair

Michael Willis

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

Name	Title
Stephanie Smith	Assistant Principal
Jodi Gibson	Guidance Specialist

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

Michael Willis-SAC Chair
 Charlotte Temple- Business Partnership ARC Jacksonville
 Karen Bailey- Parent Teacher Association
 Tommy Hosley- Business Partner Pine Castle
 Jodi Gibson- SAC Vice-Chair
 Linda Belger- Secretary
 Robert Graver- School/Community Liaison/Job Developer
 Linda Lewis- Vice President Goodwill of North Florida

Involvement of the SAC in the development of the SIP

SAC reviews school data and participates in the development of the draft by providing input into the development of goals. In addition, SAC meets to complete the Mid-Year Stakeholders Review of the School Improvement Plan.

Activities of the SAC for the upcoming school year

SAC members are invited to attend Open House, school enrichment activities and graduation. Members attend monthly meetings to discuss the state of the school.

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

N/A

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:

Michael T. Alexander

Principal

Years as Administrator: 9

Years at Current School: 4

Credentials

Exceptional Student Education
Educational Leadership
Educational Leadership, (all Levels) Professional 7/1/2013 - 6/30/2018
Exceptional Student Education, (grades K - 12) Professional 7/1/2013 - 6/30/2018
Applied for School Leadership

Performance Record

Julia Landon College Prep and Leadership Development School
2008-2009, School Grade: A, Met AYP
Landon Middle 2007-2008: School Grade C, Met AYP
Paxon Middle 2005-2007: School Grades: D and C, Did not meet AYP
Palm Avenue 2011-2012: Made Improvement based on School Improvement Model

Stephanie Smith		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Exceptional Student Education Disability Services Autism Spectrum Disorders, Endorsement Professional 7/1/2009 - 6/30/2014 Educational Leadership, (all Levels) Professional 7/1/2009 - 6/30/2014 Exceptional Student Education, (grades K - 12) Professional 7/1/2009 - 6/30/2014	
Performance Record	Palm Avenue 2011-2012: Made Improvement based on School Improvement Model	

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Brianne Graves		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Other	
Credentials	Bachelors of Psychology Masters of Health Science Autism Spectrum Disorders, Endorsement Professional 7/1/2010 - 6/30/2015 Elementary Education, (grades K - 6) Professional 7/1/2010 - 6/30/2015 Exceptional Student Education, (grades K - 12) Professional 7/1/2010 - 6/30/2015	
Performance Record	Palm Avenue 2011-2012- Improvement as indicated on the Improvement Model	

Classroom Teachers**# of classroom teachers**

19

receiving effective rating or higher

15, 79%

Highly Qualified Teachers

95%

certified in-field

18, 95%

ESOL endorsed

4, 21%

reading endorsed

0, 0%

with advanced degrees

4, 21%

National Board Certified

0, 0%

first-year teachers

2, 11%

with 1-5 years of experience

6, 32%

with 6-14 years of experience

4, 21%

with 15 or more years of experience

9, 47%

Education Paraprofessionals**# of paraprofessionals**

28

Highly Qualified

28, 100%

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

0

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

The School-Based Leadership Team will screen resumes and select candidates that meet the instructional needs. The team will provide instructional staff with ongoing professional development and work with individual teachers in the implementation of effective instructional strategies.

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

Teachers serving as mentors have been selected based on the effectiveness of their instruction. Identified mentors have received effective/highly effective ratings and have demonstrated proficiency with implementation of best practices.

Sheryl Willis- Give students the opportunity to work in the school environment prior to graduation . Student observation and teaching.

Donna Okefor- Give students the opportunity to work in the school environment prior to graduation Student observation and teaching.

Brianne Graves- Teachers that are enrolled in the MINT program will be assigned to teachers based on content area. Ms. Graves will provide modeling and assistance to assigned teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Every member of the Leadership team was given an area of the School Improvement Plan to develop and bring to the committee for discussion and revision. It will be the responsibility of all members of this team to assist the Principal with monitoring specific areas of the School Improvement Plan. Data collection forms will be developed and maintained in a data notebook for the school and certificated PLC's to review.

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

The school-based leadership team will provide school-based professional development and monitor implementation of information provided. The team will provide follow-up meetings with teachers.

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

The Leadership Team will meet weekly to discuss teacher observations and progress towards implementation of strategies identified in the SIP. Each team also participates in monthly behavior team meetings to discuss specific needs.

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

Palm Avenue is a public school that serves students functioning at the Participatory and Supported levels of varying exceptionalities. The general education RtI plan does not specifically apply to our students. Data for our students is assessed individually and categorized into three complexity levels: Participatory, Supported and Independent. State level assessments reveal data categorized as Emergent (below proficiency), Achieved (proficient) and Commended (above proficient). Approaches to differentiating and tiered instruction are based on these complexity levels and are linked with intensive modifications and adaptations to meet individual student needs. All instruction is aligned with curriculum course requirements as well as a prioritized set of Access Points and individual goals. Academic and other instructional rubrics and task data collection systems have been created and utilized to collect information on student progress towards goals and curricular expectations. Teachers also maintain a portfolio for each student that serves as collective samples of student work and progress towards

meeting goals and Access Points. Teachers administer mini-assessments once a month utilizing Core Curriculum and district Curriculum Guides.

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

Reports are utilized to develop lesson plans that focus on students' learning needs and to develop Individual Education Plans. Safety Nets such as Team Up, off campus Work Enclave Program, Special Olympics, and performance groups serve as motivational opportunities and life skill experiences that help build positive character and reinforce instructional skills. In addition, students with severe to moderate cognitive disabilities are eligible for Extended School Year services. Extended School Year is offered to meet the needs of students who meet the criteria for these services which may include not being able to recoup learned skills, nature and severity of disability, or other extenuating circumstances. The school principal has initiated "Alexander's Ambassadors" to help some of our more behaviorally challenged students walk a more positive path. The implementation of regularly scheduled Behavior review/intervention team meetings with also allow teams to target students and develop plans collaboratively.

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: 31,320

Team-up and PAL will be provided to approximately 50 students. Students will be provided academic and enrichment opportunities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collected data in reference to attendance and specific IEP goals. Data is used to determine the effectiveness of the instructional strategies.

Who is responsible for monitoring implementation of this strategy?

Team-Up Lead Teacher- Brianne Graves
PAL Program Manager- Jo Mansell

Literacy Leadership Team (LLT)

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

Name	Title
Michael T. Alexander	Principal
Stephanie Smith	Assistant Principal

Name	Title
Jodi Gibson	Guidance Specialist
Brianne Graves	CSS Coach
Melissa Metz	District Literacy Coach

How the school-based LLT functions

The Literacy Leadership Team (District Support comes monthly) meets every week to discuss classroom observations and discuss strategies and activities that support literacy.

Major initiatives of the LLT

Drop Everything and Read, literacy activities that correspond with Red Ribbon Week, Holiday Magic and Black History Month activities, Literacy Week activities and promoting literacy by having parent workshops and trainings. The team will review and purchase materials that promote literacy for students with severe cognitive disabilities.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Teachers are provided training in strategies that will enhance comprehension and vocabulary development. Teachers incorporate word walls during instruction and have received training on response prompting that allows all students to participate in reading activities. The District Literacy Specialist will be presenting a whole group training on conducting read-alouds during Early Dismissal.

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	54%	40%	No	59%
American Indian				
Asian				
Black/African American	58%	41%	No	63%
Hispanic				
White	48%	40%	No	54%
English language learners				
Students with disabilities	54%	40%	No	59%
Economically disadvantaged	58%	40%	No	62%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	29%	35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	18	37%	41%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		14%

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			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		59%

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	48%	44%	No	53%
American Indian				
Asian				
Black/African American	52%	56%	Yes	57%
Hispanic				
White	39%	33%	No	45%
English language learners				
Students with disabilities	48%	44%	No	53%
Economically disadvantaged	53%	49%	No	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	19	39%	43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		6%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	22	45%	51%
Students in lowest 25% making learning gains (EOC)	11	22%	27%

Area 4: Science**High School Science****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>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		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	47	34%	25%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	1	1%	0%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	12	9%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	8	6%	5%

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

Through Title I Parent Involvement Plan, Palm Avenue would like to increase parent attendance and participation in planned activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve attendance at scheduled Parent Support Group meetings (x3)	12	9%	15%

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

School Safety Target- Through the implementation of the School Safety Plan and through regularly scheduled emergency drills, Palm Avenue will increase safety of staff and students.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Monthly Fire Drills	10	100%	100%
Weapons Searches	10	100%	100%
Emergency Drills- Tornado, Code Yellow, Code Red	4	100%	100%

Goals Summary

- G1.** All teachers will plan instruction that addresses specific course content as identified in the Access Points/Course Descriptors and through implementation of district Curriculum Guides and school-based curriculum mapping .
- G2.** All teachers will implement effective instruction that incorporates the use of best practice strategies including response prompting, differentiated instruction, read-alouds, gradual release model and KWHL.
- G3.** Teachers will work with Guidance Specialist to identify students with excessive absences and develop a plan to improve attendance.
- G4.** All teachers and staff will implement the School-Wide Positive Behavior Support Plan and initiate FBA/PBIP's for students who require more intensive interventions and strategies in an effort to improve student behavior and decrease referrals.

Goals Detail

G1. All teachers will plan instruction that addresses specific course content as identified in the Access Points/Course Descriptors and through implementation of district Curriculum Guides and school-based curriculum mapping .

Targets Supported

- Reading (AMO's, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA)
- Science
- Science - Middle School
- Science - High School

Resources Available to Support the Goal

- Administrative Support
- District Assigned Coaches and Support Staff
- Variety of Instructional Materials- Unique Learning Systems, PCI, Number Worlds, Teaching Standards Math and Science, PAES
- School-Based Technology- Interactive White Boards, Smart Tables, Assistive Technology for Students, Document Cameras, Computers
- Early Release Professional Development and Common Planning
- Teacher Leaders
- Professional development Materials are provided to teachers- Books and articles

Targeted Barriers to Achieving the Goal

- Curriculum Guides and Year-at-a-Glance for subject areas are newly implemented with specific student populations

Plan to Monitor Progress Toward the Goal

IPDP, CAST, Classroom Walk-throughs

Person or Persons Responsible

Principal, Assistant Principal, Faculty

Target Dates or Schedule:

IPDP-Initial, Mid-Year, Final Conference, CAST- Informal and Formal Observations, Walk-through-Daily Informal Observations.

Evidence of Completion:

IPDP reviews, CAST Feedback forms and rubrics, walk-through checklists/feedback forms

G2. All teachers will implement effective instruction that incorporates the use of best practice strategies including response prompting, differentiated instruction, read-alouds, gradual release model and KWHL.

Targets Supported

- Reading (AMO's, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA)
- Science
- Science - Middle School
- Science - High School

Resources Available to Support the Goal

- Books and Articles Provided
- Lesson Study (Teacher Collaboration)
- District Literacy Coach
- Administrative Support

Targeted Barriers to Achieving the Goal

- Students with the most complex needs require many strategies to engage in instruction

Plan to Monitor Progress Toward the Goal

SIP Mid-Year Review, Classroom data analysis, Curriculum Guide Assessments, IPDP targets, CAST

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

CGA-Pre and Post assessment dates(2xyear), IPDP-Initial, Mid and Final, CAST- Informal and Formal

Evidence of Completion:

SIP Mid-Year Review summary, CGA results, IPDP targets, CAST next steps and rubric

G3. Teachers will work with Guidance Specialist to identify students with excessive absences and develop a plan to improve attendance.

Targets Supported

- Reading (AMO's, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA)
- Science
- Science - Middle School
- Science - High School
- EWS
- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- Administrative Support
- Attendance Team
- Full Service Schools
- District Truancy Office
- Door to Door Transportation

Targeted Barriers to Achieving the Goal

- Students are dependent upon parental support to improve attendance (transportation, behavioral needs, medical needs, etc.)

Plan to Monitor Progress Toward the Goal

Quarterly attendance reviews will be completed with ILT meetings lead by Guidance Specialist

Person or Persons Responsible

Instructional Leadership Team members

Target Dates or Schedule:

Quarterly attendance review during ILT meetings

Evidence of Completion:

Quarterly attendance review documentation, Meeting Agenda

G4. All teachers and staff will implement the School-Wide Positive Behavior Support Plan and initiate FBA/PBIP's for students who require more intensive interventions and strategies in an effort to improve student behavior and decrease referrals.

Targets Supported

- EWS
- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- Foundations Team
- Positive Behavior Support Plan
- Behavior Team Meetings

Targeted Barriers to Achieving the Goal

- Some students require intensive behavior supports

Plan to Monitor Progress Toward the Goal

Review of Data Collected on targeted behavior

Person or Persons Responsible

ILT Team

Target Dates or Schedule:

Semester reviews during ILT

Evidence of Completion:

Genesis Discipline Report, Weekly point sheet data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will plan instruction that addresses specific course content as identified in the Access Points/ Course Descriptors and through implementation of district Curriculum Guides and school-based curriculum mapping .

G1.B3 Curriculum Guides and Year-at-a-Glance for subject areas are newly implemented with specific student populations

G1.B3.S1 Provide coaching on lesson planning that aligns with Access Points/Course descriptors to identified teachers .

Action Step 1

Administrators will complete lesson plan reviews to identify needs and provide feedback to teachers.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly/On-Going

Evidence of Completion

Lesson Plan Review Forms

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

Observations and discussions

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Instructional Leadership Team meetings, Common planning

Evidence of Completion

Lesson Plan Review Forms, Email communication

Plan to Monitor Effectiveness of G1.B3.S1

Observations

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly during Instructional Leadership Meetings

Evidence of Completion

Lesson Review Forms, Notes, Email Communication

G1.B3.S2 Monitor implementation of Curriculum Guides to ensure that 9-weeks performance standards are being addressed.

Action Step 1

Classroom Observations/Feedback, Common Planning

Person or Persons Responsible

Principal, Assistant Principal, CSS Coach and Faculty

Target Dates or Schedule

Daily, during scheduled common planning and faculty meetings

Evidence of Completion

Agendas, Teacher reflections/artifacts

Facilitator:

Principal, Assistant Principal, CSS Coach

Participants:

All Faculty

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Classroom observations, follow-up and coaching

Person or Persons Responsible

Principal, Assistant Principal, CSS Coach

Target Dates or Schedule

Daily, as needed

Evidence of Completion

Email communication, contact/coaching logs, Observation forms

Plan to Monitor Effectiveness of G1.B3.S2

Classroom Observations, Feedback, Teacher collaboration during common planning

Person or Persons Responsible

Faculty, Principal, Assistant Principal

Target Dates or Schedule

Daily, during common planning time

Evidence of Completion

Email communication, Feedback forms, Assessment data

G1.B3.S3 Utilize Common Planning to discuss and review Curriculum Guides and to assist teachers with the development of quality lesson plans.

Action Step 1

Teacher collaboration on lesson planning

Person or Persons Responsible

Principal, Assistant Principal, CSS Coach and Identified teacher leaders

Target Dates or Schedule

Common planning time

Evidence of Completion

Common planning agendas and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Common planning participation, classroom observations, lesson plan review

Person or Persons Responsible

faculty, Principal, Assistant Principal, CSS Coach

Target Dates or Schedule

Daily, Weekly Common Planning

Evidence of Completion

common planning agendas, feedback forms, lesson plan review forms

Plan to Monitor Effectiveness of G1.B3.S3

Observations and End of Year Review of lesson plans and assessment data

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Daily observations, Weekly ILT meetings and End-of-Year review

Evidence of Completion

Pre-Post CGA's, FAA Data, Observation data

G2. All teachers will implement effective instruction that incorporates the use of best practice strategies including response prompting, differentiated instruction, read-alouds, gradual release model and KWHL.

G2.B2 Students with the most complex needs require many strategies to engage in instruction

G2.B2.S1 Provide teachers and staff with a series of professional development opportunities and modeling of effective instruction in research-based strategies that engage students with the most complex needs.

Action Step 1

Training in Systematic Instruction: Teaching Students with Severe and Moderate Disabilities

Person or Persons Responsible

Principal, Assistant Principal, CSS Coach

Target Dates or Schedule

Pre-planning, Early Dismissal, Common Planning

Evidence of Completion

Book, Reflection Questions, Powerpoint Presentation, Common Planning Agenda

Facilitator:

Principal, Assistant Principal, CSS Coach, District Support

Participants:

Faculty and Staff

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

Classroom Observations, Discussions during Common Planning

Person or Persons Responsible

Principal, Assistant Principal, CSS Coach

Target Dates or Schedule

Daily

Evidence of Completion

Feedback Forms, meeting notes, email communication

Plan to Monitor Effectiveness of G2.B2.S1

Classroom observations, On-going assessment data, Lesson plan reviews

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

On-going, as needed

Evidence of Completion

Feedback Forms, data reviews, IPDP conferences, CAST rubrics and next steps

G3. Teachers will work with Guidance Specialist to identify students with excessive absences and develop a plan to improve attendance.

G3.B3 Students are dependent upon parental support to improve attendance (transportation, behavioral needs, medical needs, etc.)

G3.B3.S1 Teachers will work with the Guidance Specialist to develop a strategic procedure for students with excessive absences.

Action Step 1

Homeroom teacher will contact parents after 3rd consecutive absences or 5 absences in nine weeks.

Person or Persons Responsible

Classroom Teachers, Guidance Specialist

Target Dates or Schedule

Daily

Evidence of Completion

Oncourse attendance reports, classroom teacher records, Guidance Specialist documentation

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

Instructional Leadership Team meetings

Person or Persons Responsible

Principal, Assistant Principal, Guidance Specialist, Classroom Teacher

Target Dates or Schedule

Weekly during ILT

Evidence of Completion

Gradebook Reports and Guidance Specialist documentation

Plan to Monitor Effectiveness of G3.B3.S1

Scheduled meetings with Guidance Specialist to discuss progress

Person or Persons Responsible

Principal, Assistant Principal, Guidance Specialist

Target Dates or Schedule

Weekly during ILT

Evidence of Completion

Guidance Specialist documentation

G4. All teachers and staff will implement the School-Wide Positive Behavior Support Plan and initiate FBA/PBIP's for students who require more intensive interventions and strategies in an effort to improve student behavior and decrease referrals.

G4.B1 Some students require intensive behavior supports

G4.B1.S1 Implement behavior team meetings and develop interventions to address continuous behavior concerns.

Action Step 1

Implement school-wide point system that allows students to earn rewards, school-wide discipline plan and develop FBA/PBIP's for students who require more intensive interventions and strategies.

Person or Persons Responsible

Classroom Teachers, Guidance Specialist, CSS Coach, Principal, Assistant Principal

Target Dates or Schedule

Daily during each class period and as needed for FBA/PBIP

Evidence of Completion

Weekly point tally sheets, classroom charts, data collection for FBA/PBIP

Facilitator:

Assistant Principal, Foundations Team

Participants:

Faculty and staff

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

Classroom Observations/Walk-Throughs, Department Meetings, Behavior Team Meetings

Person or Persons Responsible

Classroom Teachers, Principal, Assistant Principal, CSS Coach

Target Dates or Schedule

Daily, On-going

Evidence of Completion

Classroom charts and weekly point sheets, Team meeting agendas

Plan to Monitor Effectiveness of G4.B1.S1

Data Review, Observation Checklists

Person or Persons Responsible

Classroom Teachers, Principal, Assistant Principal, CSS Coach, Guidance Specialist

Target Dates or Schedule

Weekly during ILT meetings

Evidence of Completion

Weekly Point Sheets

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

Violence Prevention Programs

The school will continue with the implementation of the district's Foundations Program. The Foundations team has developed lesson plans that will be implemented school-wide to promote and maintain a safe and orderly school environment. The senior high social studies teacher will utilize Second Step (violence prevention curriculum using evidence based strategies and resources) to provide appropriate instruction to students on identifying, preventing, and responding to bullying

Title I, Part A Title I funds will be used to hire an additional paraprofessional and to allow classes to take Field Trips throughout the year.

Job Training

Palm Avenue has established four business enterprises which allow students to gain skills in the areas of office work, with carpentry and woodshop, horticulture, restaurant worker and cashier. In addition, the school has established several business partnerships in the community where students get on the job training in the areas of laundry, shipping, and stocking, at various worksites. The school also does contract work for community businesses, in which students learn to perform a variety of tasks in a sheltered workshop setting.

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. All teachers will plan instruction that addresses specific course content as identified in the Access Points/ Course Descriptors and through implementation of district Curriculum Guides and school-based curriculum mapping .

G1.B3 Curriculum Guides and Year-at-a-Glance for subject areas are newly implemented with specific student populations

G1.B3.S2 Monitor implementation of Curriculum Guides to ensure that 9-weeks performance standards are being addressed.

PD Opportunity 1

Classroom Observations/Feedback, Common Planning

Facilitator

Principal, Assistant Principal, CSS Coach

Participants

All Faculty

Target Dates or Schedule

Daily, during scheduled common planning and faculty meetings

Evidence of Completion

Agendas, Teacher reflections/artifacts

G2. All teachers will implement effective instruction that incorporates the use of best practice strategies including response prompting, differentiated instruction, read-alouds, gradual release model and KWHL.

G2.B2 Students with the most complex needs require many strategies to engage in instruction

G2.B2.S1 Provide teachers and staff with a series of professional development opportunities and modeling of effective instruction in research-based strategies that engage students with the most complex needs.

PD Opportunity 1

Training in Systematic Instruction: Teaching Students with Severe and Moderate Disabilities

Facilitator

Principal, Assistant Principal, CSS Coach, District Support

Participants

Faculty and Staff

Target Dates or Schedule

Pre-planning, Early Dismissal, Common Planning

Evidence of Completion

Book, Reflection Questions, Powerpoint Presentation, Common Planning Agenda

G4. All teachers and staff will implement the School-Wide Positive Behavior Support Plan and initiate FBA/PBIP's for students who require more intensive interventions and strategies in an effort to improve student behavior and decrease referrals.

G4.B1 Some students require intensive behavior supports

G4.B1.S1 Implement behavior team meetings and develop interventions to address continuous behavior concerns.

PD Opportunity 1

Implement school-wide point system that allows students to earn rewards, school-wide discipline plan and develop FBA/PBIP's for students who require more intensive interventions and strategies.

Facilitator

Assistant Principal, Foundations Team

Participants

Faculty and staff

Target Dates or Schedule

Daily during each class period and as needed for FBA/PBIP

Evidence of Completion

Weekly point tally sheets, classroom charts, data collection for FBA/PBIP

Appendix 2: Budget to Support School Improvement Goals