

Silver Star Center



2014-15 School Improvement Plan

Silver Star Center

1600 SILVER STAR RD, Orlando, FL 32804

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers and staff greet each student in the mornings and throughout the day. Students are assigned a staff member who will complete a check-in and check-out process that monitors the specific student's progress. The teachers insure that all students complete an interest inventory and a profile form in an effort to establish a meaningful rapport.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school provides orientation to parents, students and staff to explain our school wide expectations and procedures for maintaining safety for all. Every nine weeks the student code of conduct is reviewed with students and staff to inform them of their rights, responsibilities and possible consequences for violations. Due to the transient nature of our students it is necessary to review the student code of conduct upon enrollment of each student.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students are made aware of incentives that are available for demonstrating on task and positive behaviors as well as the teachers' posted classroom management plan that outlines clear expectations and positive/negative consequences. Ongoing professional development will ensure that all school personnel understands the protocols and the importance of implementing the behavioral system with fidelity. Additionally, the MTSS process has been explain to provide knowledge and guidance for implementation for each tier.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All staff are required to review the students' IEPs and BIPs in order to access the needs of the students. Teachers and staff ensures that each student is exposed to character education and social skills on a daily basis by infusing it throughout the general curriculum. All students have access to counseling through the school's mental health counselor, social worker and guidance counselor.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance is monitored closely by the attendance clerk and social worker assigned to track attendance and truancy.

Suspensions are monitored by the behavior clerk by collecting and charting discipline data. This data is distributed, analyzed and discussed during the school's leadership team meetings in order to assess the effectiveness of the behavior modification system.

At the end of each marking period teachers provide a grade justification form for all students earning a "D" or "F" in their course.

Teachers are required to review baseline assessments and utilize progress monitoring resources to provide differentiated instruction that will accommodate the needs of all students.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	2	5	10	7	7	2	2	35
One or more suspensions	4	8	13	10	6	1	1	43
Course failure in ELA or Math	1	4	8	3	1	0	0	17
Level 1 on statewide assessment	2	7	13	10	6	3	0	41

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	7	13	10	7	2	1	44

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies include a team approach whereby each assigned staff monitors the data concerning attendance percentage, number of suspensions, and academic assessments in relationship to implementations of specific MTSS supplemental and intensive support. Some of the interventions involve pullouts, scaffolding, home visits, parent conferences etc.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school engages in Networking with members of the community who are referred to us through our already established partners ie, UCF, DJJ, Behavior Support Services etc.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Scott, Elaine	Principal
Caldwell, Richard	Dean
Bingham, Kevin	Dean
Dawkins, Barbara	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Bertha Masterson	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

NA

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

Due to the 45 day program at Silver Star, it has been challenging to maintain the required quorum for SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC provides classroom materials, uniforms and parent supplies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

During the school's orientation meetings parents and students are encouraged to participate however due to some barriers of their work schedules, transportation etc. they are unable to become members.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dawkins, Barbara	Instructional Coach
Burke, Twanna	Teacher, K-12
Randolph, Paulette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers work collaboratively in academic and behavioral PLCs'. They meet on a bi-weekly basis to develop cross curricular lesson plans. The master schedule is developed to include common planning for key content areas. The mentoring and new teacher induction process assists new to the school and district to make meaningful connections with veteran teachers. Thorough this collaborative process, teacher build capacity for their instructional practices and collegiate relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Curriculum Resource Teacher (CRT) submits a request for newly adopted text books and teacher resources to the district. Upon arrival books and resources are checked into the Destiny Portal then distributed to teachers based on their content areas. The CRT and reading coaches research appropriate supplemental instructional materials and utilize district resources such as

CPALMS to ensure that the materials are strictly aligned to the Florida Standards. Supplemental materials are then submitted to the Principal for approval.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The process of analyzing and disaggregating data is aligned to the Multi-Tiered System of Support (MTSS). Multiple sources of data such as Florida Assessment in Reading (FAIR), Achieve 3000, Benchmark tests, formative and summative assessments are utilized to determine our students' academic achievement, academic placement on the MTSS triangle and learning needs. Teachers use the data to conduct individual data chats with their students; this process helps our students' be active members in their academic achievements. The Rotational and Gradual Release models of instruction are the overarching instructional processes utilized at this school. Teachers differentiate their instruction based on students learning needs, utilizing learning centers and research-based strategies such as strategies found in the Kagan model.

Students' in Tier 1 of the MTSS framework receive core classroom instruction as well as general academic and behavior support. Students in tier 2- receive core academic and behavior support, as well as strategically targeted intervention aligned with students' needs. Students in Tier 3 – receive core classroom academic and behavior instruction, plus a more targeted and focused instruction, generally in a reduced group size or one-on-one instruction. Academic accommodations on students' Individual Education Plans are strictly adhered to.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

This does not apply to Silver Star Center.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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).

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

This does not apply to Silver Star Center

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic 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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written. 1a

G040269

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 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 G1. 8

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 Responsible

Elaine Scott

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

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 1a

G040270

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Benchmark Assessments, Florida Oral Fluency (FORF), Achieve 3000, READ180, Marzano High Yield Strategies, Thinking Maps, Discovery Education, Safari Montage, Scope and Sequence, District Order of Instruction

Targeted Barriers to Achieving the Goal 3

- Students' levels of preparedness upon enrollment at Silver Star Center
- Students are enrolled for 45 days.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Elaine Scott

Schedule

Semiannually, from 1/23/2015 to 6/1/2015

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written. **1**

 G040269

G1.B1 The biggest barrier is the Interim placement at Silver Star Center for 45 days. **2**

 B097417

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. **4**

 S108643

Strategy Rationale

To provide consistent instructional and behavioral supports, all staff members must review student IEP/BIP upon entry to the school or classroom setting. This will assist with identifying effective instructional strategies and behavioral interventions as well as providing safety and security for all involved.

Action Step 1 **5**

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 Responsible

Elaine Scott

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Richard Caldwell

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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 Responsible

Kevin Bingham

Schedule

Weekly, from 9/1/2014 to 6/1/2015

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 Implementation of G1.B1.S1 7

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 Responsible

Elaine Scott


Schedule

Weekly, from 9/1/2014 to 6/1/2015


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. 2

 B097418

G1.B2.S1 Alternative Methods to communicate with parents, ie Email, School Messenger, Certified Mail, Phone Conference will be used. 4

 S108644

Strategy Rationale

Action Step 1 5

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

Person Responsible

Kevin Bingham

Schedule

Weekly, from 9/15/2014 to 6/1/2015

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 6

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

Person Responsible

Richard Caldwell

Schedule

Weekly, from 9/15/2014 to 6/1/2015

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 Implementation of G1.B2.S1 7

Parental Involvement Coordinator and Title I Coordinator will monitor strategy effectiveness

Person Responsible

Paulette Randolph

Schedule

Monthly, from 9/15/2014 to 6/1/2015

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 1

G040270

G2.B1 Students' levels of preparedness upon enrollment at Silver Star Center 2

B097419

G2.B1.S1 Provide classroom materials and assessments that are aligned with the EOC exam formats and language. 4

S108645

Strategy Rationale

During 45 day enrollment period, students will continue working on course content align with standards and in keeping pace with district focus calendar to remain on track for return to home school

Action Step 1 5

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

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Usage Reports,

Action Step 2 5

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 Responsible

Barbara Dawkins

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Sign in sheets, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Elaine Scott

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

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 Implementation of G2.B1.S1 7

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

Person Responsible

Elaine Scott

Schedule

Weekly, from 9/15/2014 to 6/1/2015

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Through weekly PLC meetings and the implementation of MTSS (Multiple Tiered Student Support Services) in classrooms. Meetings with UCF interns and outside support agencies.	Scott, Elaine	9/15/2014	Reduction in the number of discipline referrals written, and increased student achievement - evidenced by assessments.	6/1/2015 biweekly
G1.B2.S1.A1	Establish with parents the best way for us to communicate with them during their Orientation at Silver Star Center.	Bingham, Kevin	9/15/2014	Parent Sign In Sheets for Orientation, Conferences, Print Out from School Messenger, and Parental Emails.	6/1/2015 weekly
G2.B1.S1.A1	Provide students with digital technology (Achieve 3000) to increase student achievement		9/1/2014	Usage Reports,	6/1/2015 biweekly
G1.B1.S1.A2	Staffing Specialist will bring IEP's and BIP's from the home school and share with staff at Silver Star Center.	Caldwell, Richard	9/1/2014	SMS (Student Management System), BIL's (Behavior Intervention Logs),	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				EDW (Education Data Warehouse), and IMS.	
G2.B1.S1.A2	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.	Dawkins, Barbara	9/1/2014	Sign in sheets, classroom observations	6/1/2015 weekly
G1.MA1	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.	Scott, Elaine	9/15/2014	Data binders, reduction in referrals, and feedback from Parental, Student and Staff Surveys.	6/1/2015 quarterly
G1.B1.S1.MA1	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.	Scott, Elaine	9/1/2014	The running sharepoint log and the agenda accompanied by PLC minutes. Student performance and discipline referral data.	6/1/2015 weekly
G1.B1.S1.MA1	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.	Bingham, Kevin	9/1/2014	The minutes that are submitted at the completion of each meeting and the identification of who is responsible.	6/1/2015 weekly
G1.B2.S1.MA1	Parental Involvement Coordinator and Title I Coordinator will monitor strategy effectiveness	Randolph, Paulette	9/15/2014	Feedback from Survey's with designed questions to gauge the effectiveness of Parental Contact	6/1/2015 monthly
G1.B2.S1.MA1	Parental Contact Logs, BIL's (Behavior Intervention Logs)	Caldwell, Richard	9/15/2014	More parental involvement at Orientation, through parental attendance at on campus activities, increased email and phone logs.	6/1/2015 weekly
G2.MA1	By Teacher Data Binders, Teacher Lesson Plans, Orange County Writes and Benchmark Exams	Scott, Elaine	1/23/2015	Students will increase their scores on Orange County Writes, and show gains on benchmark testing.	6/1/2015 semiannually
G2.B1.S1.MA1	Lesson Plans, Classroom visits, Observations and Student Scores, Teacher Data Binders	Scott, Elaine	9/15/2014	Student exit scores prior to return to their home school after their 45 day interim placement, student performance data on EOC exams	6/1/2015 weekly
G2.B1.S1.MA1	Administrators will review teacher made exams to ensure language aligns with EOC format.	Scott, Elaine	9/15/2014	Increased level of alignment to EOC exams, Increased FORF and Lexile scores and progress on Achieve 3000 standards.	6/1/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

Facilitator

Kevin Bingham, Robert Byrom

Participants

All Instructional Staff and Discipline Team

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

PD Opportunity 2

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

Schedule

Weekly, from 9/1/2014 to 6/1/2015

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.

PD Opportunity 1

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

Facilitator

Achieve 3000 consultant, Reading Coach

Participants

Teachers, administrators

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

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

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: To provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written.	5,000
Goal 2: We will utilize informational, literary text, and digital technology to increase student achievement	10,500
Grand Total	15,500

Goal 1: To provide wrap-around services through school-based staff and outside agencies in an effort to decrease the number of discipline referrals written.

Description	Source	Total
B1.S1.A1	General Fund	5,000
Total Goal 1		5,000

Goal 2: We will utilize informational, literary text, and digital technology to increase student achievement

Description	Source	Total
B1.S1.A1	General Fund	7,500
B1.S1.A2	Title I Part A	3,000
Total Goal 2		10,500