

Journeys Academy



2014-15 School Improvement Plan

Journeys Academy

1722 W AIRPORT BLVD, Sanford, FL 32771

[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 Seminole County School Board on 11/18/2014.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Journeys Academy will effectively impact student achievement and personal growth by providing:

- an academically sound education
- positive behavior supports
- opportunities and structure

Provide the school's vision statement

At Journeys Academy, we accept our students not for what they have done, but who they are, and what they can become.

School Environment

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

The school learns about its students' cultures primarily through daily interactions within the classroom. This school year, the teachers at Journeys Academy are specifically focusing on cultivating more positive relationships with our students. Both our middle and high school students, along with our faculty, will participate in Challenge Day programs in order to promote a culture which acknowledges and celebrates diversity; as well as, encourages personal expression. Additionally, our behavior interventionist and school administration manager will facilitate professional development specifically aimed at classroom management and cultivating positive, supportive relationships within the academic setting. The assistant principal, along with select teachers, will also facilitate professional development involving KAGAN discipline strategies with the goal of promoting discipline which encompasses integrity, fairness, consistency, and student choice.

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

Supervision is provided before and after school with intensive supervision provided during lunch and transition periods. The campus is secured from outside entry by extensive fencing and visitors can only access the campus through the main office. The school promotes a firm an anti-bullying stance and students, parents, and faculty are encouraged to report suspected instances to administration immediately. Students are provided an avenue for anonymous reporting and substantiated cases are issued appropriate disciplinary sanctions. The principal ensures that the C.I.T. committee is provided opportunities to meet on a regular basis to discuss safety and environmental concerns and to present those concerns to administration for consideration and resolution. Journeys Academy also has a school resource officer on campus before, during, and after school to ensure campus safety and to assist with the assessment of students' physical and emotional safety needs.

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

In order to minimize distractions and to maintain an environment conducive to learning, a graduated disciplinary process is utilized at Journeys Academy. The process includes the following steps:

- 1) Verbal Warning
- 2) Written Warning
- 3) Written Reflection (Processed with a counselor or administrator)
- 4) Discipline Referral

This school year, the Journeys Academy faculty received training in the implementation of a multi-tiered, behavioral system for students. Through the system, students are provided an opportunity to earn incentives and rewards as they progress through the levels by demonstrating appropriate campus and classroom behaviors.

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

The leadership at Journeys Academy maintains an open door policy and students are encouraged to meet with their administrators when classroom and personal/emotional issues arise. Additionally, faculty can initiate a referral for counseling for any student through use of a behavior intervention referral. The behavior interventionist provides counseling for students involved in the MTSS process. Through partnerships with New Horizons, The Grove Counseling Center, and Human Services Associates (HSA), students can receive individual, group, and crisis counseling as needed. This school year, Journeys has also implemented an at-risk team, which is comprised of select paraprofessionals, who provide one on one mentoring for students most at risk for truancy, academic failure, and disciplinary issues as indicated by EdInsight data reports. Each mentor maintains a caseload of select students and meets with these students bi-weekly to monitor and discuss their academic and behavioral progress. Journeys is also increasing its dividend and volunteer base. These individuals provide chaperoning, one on one academic support, and enrichment activities for students.

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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	
Attendance below 90 percent	1	8	11	20
One or more suspensions	2	10	18	30
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	1	10	22	33

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	12	22	36

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

The parent/ guardian of all students who accrue two or more unexcused absences are contacted by phone to report absences. Beyond that point, the school follows the district's truancy policy with regards to reporting and referral. High school students with course failures in ELA and math are provided an opportunity of credit retrieval through PLATO courses. Both middle and high school students who have scored a Level 1 on statewide assessments are placed in an intensive reading course and provided an opportunity to participate in afterschool tutoring aimed at remediation in their identified deficit areas. All students participate in a graduated discipline process with the focus on reducing the number of discipline referrals which could result in possible reassignment or removal from the learning environment (in school suspension and out of school suspension). Interventions in the discipline process include warnings, reflection time, student conferences, peer mediation, behavior contracts, etc. Students with two or more indicators are also assigned an adult mentor who meets with the student bi-weekly to monitor both academic and behavioral progress. The mentors meet with the leadership twice per month to discuss student progress and determine additional strategies and interventions which may provide additional support for students.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188845>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. The leadership team at Journeys Academy utilizes the SCPS dividends program to garner extra emotional and academic support for students. Journeys also works with the ESSS department to secure additional resources for students and their families. Through the partnerships which the ESSS department has with area businesses, corporations, and organizations, Journeys is able to furnish its students with items such as school supplies, clothing, and more. Additionally, relationships with community, faith-based groups are cultivated to assist with the refurbishing of school facilities and the provision of food/resources for families in need. The media specialist is assigned the responsibility of not only cultivating and initiating new partnerships with local businesses and corporations with the goal of growing the media center, but also to secure academic and personal resources for our school. School counselors have developed partnerships with multiple community-based, social service organizations who facilitate information sessions on our campus and link students/families to needed resources.

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
Bevan, Kenny	Principal
Garnes, Deirdre	Assistant Principal
Vickers, Tameria	Guidance Counselor
Vogt, Katie	Guidance Counselor
Sanks, Twyla	Guidance Counselor
Morris, Ikema	Instructional Coach
Russo, Grace	Other

Duties

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

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

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

Journeys Academy annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Journeys Academy will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Katherine Vogt	Teacher
Kenny Bevan	Principal
Renee Pierce	Teacher
Ikema Morris	Teacher
Stu Walthers	Business/Community
Jeff Sonksen	Business/Community
Brian Beyer	Business/Community
Tom Breckwoldt	Business/Community
Sheila Mandy	Education Support Employee
Kevin Pierce	Business/Community
Brian Vogt	Business/Community
Eugene Phillips	Education Support Employee

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

Our School Advisory Council (SAC) is provided with updates annually on how our school performed in the different high-stakes areas which correlates to our school improvement plan and school grade. The SAC addresses any needs requested from our faculty, staff, and students to ensure that at all times academic achievement is kept at the forefront. Our SAC committee, addresses any weaknesses and/or strengths from our school data to ensure that we maintain our focus with our school improvement plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC meets at the onset of the school year to review budget status and to discuss plans of action for the upcoming school year.

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

Since Journeys is a very small school, and we usually receive less than \$400 in funds, it is usually used to fund one specifically identified need within the school. Last year funds were allocated to address the need for printing resources. Funds are issued/allocated as requests are received from instructional staff, the PBS team, etc. and requests are approved based on their alignment with the school improvement plan.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Morris, Ikema	Instructional Coach
Ebaugh, Susan	Teacher, K-12
Gravenmier, Darlene	Teacher, K-12
Lynah, Daphne	Teacher, K-12
Richardson, Brenda	Teacher, K-12
Sanchez, Brandi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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

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

and cohesive vocabulary plan which will systematically help increase their vocabulary and understanding.

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

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

Teachers are provided multiple opportunities to collaborate with one another throughout the course of the week. Teachers meet in professional learning communities by school (a middle school PLC and a high school PLC) once per week, to plan curriculum and instruction for their Personal, School, and Career Development classes. Additionally, content area teachers meet in PLCs, for a minimum of two sessions per week for data analysis, discussion of instructional best practices, analyzing student work samples, etc. Also, Journeys Academy's school-wide writing plan involves a collaborative, cross-curricular approach which promotes inclusion of all content area teachers. The writing process is not simply accomplished through the confines of ELA classes; rather, all teachers guide and coach all students through the drafting and revision of their writing assignments.

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

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

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

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

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

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for

visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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 core curricula of Seminole County Public Schools are comprehensive systems employing research-based best practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

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

Data from previous year's state assessments is used to determine student placement in intensive reading and math courses for middle and high school students. Additionally, results from progress monitoring assessments (DE) are used to guide instruction in ELA and mathematics classes. Deficit areas are noted and instruction is adjusted to address those areas of deficit. Counselors also routinely review the transcripts of high school students. Students who are in need of course acceleration and credit retrieval are placed in PLATO and Florida Virtual School courses to address those needs.

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: Before School Program

Minutes added to school year: 3,600

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

Strategy Rationale

By providing students with an opportunity to work in smaller, more individualized settings and focus on targeted, pre-determined deficit areas, this will increase the likelihood of improved success on standardized, high-stakes testing.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garnes, Deirdre, deirdre_garnes@scps.k12.fl.us

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

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

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

The counseling staff of Journeys Academy reviews the transcripts of incoming cohorts to ensure completion of testing and course requirements specific to their graduation cohort. Attendance and grade reports for all rising ninth grades are reviewed to make determinations for participation in the district's summer high school transition program. At risk students who are eligible for this program have the opportunity to be promoted to the ninth grade pending successful program completion. Also, they have the opportunity to enter high school with select credits in English and mathematics which are completed within the transition program.

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

Our small school, limited number of teachers and offerings, and the short duration of stay by our students prevents us from being as wide-ranging as some of the institutions we serve. However, as

we review student's academic history, on both the guidance and administrative level, we begin to help students plan their next steps for school and work.

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

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

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

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

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

In an effort to increase the likelihood of high school students earning their high school diploma and pursuing post secondary studies, Journeys offers multiple virtual school options for credit retrieval and course acceleration. Journeys also, provides a Critical Thinking course which provides curriculum and instruction in ACT/SAT preparation, study skills, and more. Also, all students are enrolled in a Personal, School, and Career Development course which also provides exploration in both career and post secondary academic opportunities.

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 increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students
- G2.** To increase the average attendance of our students.
- G3.** All teachers will implement effective teaching strategies which are aligned to the district instructional plans in order 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 increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students **1a**

G053308

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	35.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G1. **8**

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

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Weekly reports sent to Executive Director and to school Leadership Team

G2. To increase the average attendance of our students. 1a

G053309

Targets Supported 1b

Indicator	Annual Target
Attendance rate	80.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Lack of calling home system
- High percentage of students don't feel comfortable in school and do not feel connected to the school environment

Plan to Monitor Progress Toward G2. 8

Review quarterly attendance reports to see if attendance is increasing.

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Actual attendance percentage.

G3. All teachers will implement effective teaching strategies which are aligned to the district instructional plans in order to increase student achievement **1a**

G053310

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	40.0
Bio I EOC Pass	40.0
Geometry EOC Pass Rate	40.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	25.0
Math Gains	40.0
Math Lowest 25% Gains	25.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G3. **8**

Monitor DE assessment scores

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Increase in average scores

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 increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students **1**

 G053308

G1.B1 General lack of parent support and involvement **2**

 B134459

G1.B1.S1 Provide more meaningful programs and enticements to parents and guardians to attend our Parent Nights during the year. **4**

 S146298

Strategy Rationale

Parents become more aware of their role in the partnership relationship with Journeys and can receive more information regarding community resources available to support the student and their family.

Action Step 1 **5**

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

Person Responsible

Katie Vogt

Schedule

Quarterly, from 8/11/2014 to 3/13/2015

Evidence of Completion

Actual surveys and the responses

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

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

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 8/11/2014 to 3/13/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

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

Person Responsible

Kenny Bevan


Schedule

Quarterly, from 8/11/2014 to 3/13/2015

Evidence of Completion

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

G1.B1.S2 To increase opportunities for parents/guardians to interact with school personnel for both academic and behavioral issues **4**

 S146299

Strategy Rationale

By providing multiple opportunities for parents to interact with faculty and receive information regarding disciplinary interventions and academic goals, parents are better positioned to support their students. They are more aware of school initiatives which are specifically aimed at minimizing disciplinary issues and increasing student achievement; thereby, supporting school efforts.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

SAC reviews the program and attendance of each quarterly event

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Minutes of SAC meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Kenny Bevan


Schedule

Quarterly, from 10/17/2014 to 5/22/2015


Evidence of Completion

Data reported to SAC and Faculty in a report

G1.B2 Lack of interventions that do not keep the student in the classroom 2

 B134460

G1.B2.S1 Plan and implement new interventions that would decrease the need for discipline referrals 4

 S146300

Strategy Rationale

By providing alternative interventions to address student behaviors, the number of discipline referral should decrease and student engagement/achievement should increase

Action Step 1 5

Implement a tiered, behavioral level system which focuses on recognition of positive behaviors through rewards, privileges, and incentives

Person Responsible

Grace Russo

Schedule

On 5/22/2015

Evidence of Completion

Successful tiered, level system

Action Step 2 5

Develop a "point system" approach to reinforce positive behaviors in the middle and high school buildings

Person Responsible

Deirdre Garnes

Schedule

Weekly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Successful implementation of the point system and increased student participation in the system

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Quarterly reviews of the level and point systems

Person Responsible

Grace Russo

Schedule

Quarterly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Agendas/minutes from the meetings note the suggestions for change and improvement to these new initiatives

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Weekly Environmental Report sent to Leadership Team and Executive Director

G2. To increase the average attendance of our students. 1

G053309

G2.B2 High percentage of students don't feel comfortable in school and do not feel connected to the school environment 2

B134462

G2.B2.S1 Provide one to one interventions by counselors, mentors, dividents, and social workers with students who show indications of discomfort in a school setting. 4

S146302

Strategy Rationale

Students who have personal connections with adults on campus are more likely to attend if they have a support system and realize that others care about their emotional and physical well-being

Action Step 1 5

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

Person Responsible

Grace Russo

Schedule

Weekly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Queries of student attendance, academic, and behavioral data.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Quarterly review of the student referral process

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Report made to School Leadership Team each nine weeks

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

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

Person Responsible

Kenny Bevan


Schedule

Weekly, from 8/11/2014 to 5/22/2015

Evidence of Completion

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

G2.B2.S2 Provide programs and classes for parents and students designed to encourage, educate and challenge students to make a strong effort to be successful in each class. 4

 S146303

Strategy Rationale

Parents of at risk students often do not know how to effectively and appropriately support them. By educating parents and providing referrals to community-based support services, they will be more likely to acquire additional skills to support their students behaviorally and academically.

Action Step 1 5

Have scheduled opportunities for students and parents to be trained and motivated to help students stay focused on their education (held during Parent Night events)

Person Responsible

Tamera Vickers

Schedule

Semiannually, from 8/11/2014 to 5/22/2015

Evidence of Completion

Plan for programs made available to parents once per semester

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

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

Person Responsible

Tamera Vickers

Schedule

Semiannually, from 8/11/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

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

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/11/2014 to 5/29/2015


Evidence of Completion

Agenda item for School Leadership Team meetings and then discussed


G3. All teachers will implement effective teaching strategies which are aligned to the district instructional plans in order to increase student achievement **1**

 G053310

G3.B1 Many teachers are the sole instructor in their grade level discipline **2**

 B134463

G3.B1.S1 Connect our teachers with peers from neighboring MS and HS schools who teach the same coursework. **4**

 S146304

Strategy Rationale

Collaboration with colleagues will provide opportunities for teachers to gather and/or share ideas on instruction, class management, etc.

Action Step 1 **5**

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

Person Responsible

Deirdre Garnes

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Teacher will provide the Assistant Principal a record of each contact with colleague/peer.

Person Responsible

Deirdre Garnes

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Checklist kept by Assitant Principal.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Improved assessment and high-stakes test scores

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Comparison of new versus previous test scores

G3.B1.S2 Develop PLC's that include teachers from similar disciplines to help each other productively access students data and cooperatively plan and implement instruction that meets the common needs of our students. 4

 S146305

Strategy Rationale

Through the review of student data, teachers can make educated decisions on the adjustment and focus of instruction to address deficits in student learning/skills.

Action Step 1 5

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

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/19/2014 to 5/21/2015

Evidence of Completion

Each teacher is assigned and PLC are actually meeting

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

Deirdre Garnes

Schedule

Weekly, from 8/11/2014 to 5/21/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review instructional strategies on lesson plans and during informal classroom visits

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/25/2014 to 5/18/2015

Evidence of Completion

Comments on I-Observation after each informal classroom visit

G3.B2 Most teachers have 3 or more preps **2**

 B134464

G3.B2.S1 Develop PLC's that include teachers from similar disciplines to help each other productively access student data and cooperatively plan and implement instruction that meet common needs of our students. **4**

 S146306

Strategy Rationale

Action Step 1 **5**

Create multi-disciplinary PLC's

Person Responsible

Kenny Bevan

Schedule

On 8/19/2014

Evidence of Completion

Teams chosen and chairpersons have been selected

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Require agenda and minutes from each PLC meeting

Person Responsible

Deirdre Garnes

Schedule

Weekly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Assistant Principal receives copy of agenda and minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor improvement in student DE scores

Person Responsible

Kenny Bevan


Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Regular increases in DE scores

G3.B2.S2 From neighboring MS and HS schools, assign mentors for our teachers who teach the same coursework. 4

 S146307

Strategy Rationale

Action Step 1 5

Contact neighboring schools to setup mentor teachers

Person Responsible

Deirdre Garnes

Schedule

On 10/17/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

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

Person Responsible

Deirdre Garnes

Schedule

Semiannually, from 10/17/2014 to 5/22/2015

Evidence of Completion

Visit summaries provided to Assistant Principal

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

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

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/25/2014 to 5/19/2015


Evidence of Completion

Noted in lesson plans and seen during regular informal classroom visits

G3.B3 Lack of knowledge and implementation of effective instructional strategies 2

 B134465

G3.B3.S1 Have teachers observe strong, effective, veteran mentor teachers at other schools 4

 S146308

Strategy Rationale

Through observation of veteran teachers, Journeys teach will able to increase their repertoire of effective classroom strategies and instructional best practices

Action Step 1 5

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

Person Responsible

Deirdre Garnes

Schedule

On 10/17/2014

Evidence of Completion

Teachers meet with mentors

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

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

Person Responsible

Kenny Bevan

Schedule

Quarterly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Written documentation provided to the Principal

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

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

Person Responsible

Kenny Bevan


Schedule

Weekly, from 10/17/2014 to 5/18/2015

Evidence of Completion

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

G3.B3.S2 Increase professional development opportunities for teachers to improve the number of instructional options in their instructional tool box **4**

 S146309

Strategy Rationale

Most teachers are motivated to improve their instructional practices and if provided the opportunity to focus on specific, targeted strategies the likelihood of their efficacy will increase.

Action Step 1 **5**

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

Person Responsible

Deirdre Garnes

Schedule

Monthly, from 8/21/2014 to 5/7/2015

Evidence of Completion

Written plan on Share Drive for access by all JA Staff

Plan to Monitor Fidelity of Implementation of G3.B3.S2 **6**

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

Person Responsible

Kenny Bevan

Schedule

Monthly, from 8/21/2014 to 5/7/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

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

Person Responsible

Kenny Bevan

Schedule

Weekly, from 8/25/2014 to 5/18/2015

Evidence of Completion

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

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	Survey parents to find out what information and access they need to be more effective parents to their students	Vogt, Katie	8/11/2014	Actual surveys and the responses	3/13/2015 quarterly
G1.B1.S2.A1	[no content entered]			one-time	
G1.B2.S1.A1	Implement a tiered, behavioral level system which focuses on recognition of positive behaviors through rewards, privileges, and incentives	Russo, Grace	8/11/2014	Successful tiered, level system	5/22/2015 one-time
G2.B2.S1.A1	Identify students who are not be successful at school for academic or behavioral reasons	Russo, Grace	8/11/2014	Queries of student attendance, academic, and behavioral data.	5/22/2015 weekly
G2.B2.S2.A1	Have scheduled opportunities for students and parents to be trained and motivated to help students stay focused on their education (held during Parent Night events)	Vickers, Tameria	8/11/2014	Plan for programs made available to parents once per semester	5/22/2015 semiannually
G3.B1.S1.A1	Contact nearby MS and HS to set up collaborations for each teacher.	Garnes, Deirdre	10/17/2014	Each Journeys teacher will be required to keep a log of the contacts with their peers, the resources being shared, and a synopsis of the value of each actual visit.	5/22/2015 quarterly
G3.B1.S2.A1	Assign each teacher to the appropriate PLC: Science & Math or English, Reading, & Social Studies	Bevan, Kenny	8/19/2014	Each teacher is assigned and PLC are actually meeting	5/21/2015 weekly
G3.B2.S1.A1	Create multi-disciplinary PLC's	Bevan, Kenny	8/19/2014	Teams chosen and chairpersons have been selected	8/19/2014 one-time
G3.B2.S2.A1	Contact neighboring schools to setup mentor teachers	Garnes, Deirdre	10/17/2014	Each teacher is assigned and mentor and goes to that teacher's school to observe them for a day	10/17/2014 one-time
G3.B3.S1.A1	Contact middle and high schools close to Journeys to setup mentor opportunities for each teacher	Garnes, Deirdre	10/17/2014	Teachers meet with mentors	10/17/2014 one-time
G3.B3.S2.A1	The JA Professional Development plan for the year should include a minimum of two inservices each semester focusing on instructional skills.	Garnes, Deirdre	8/21/2014	Written plan on Share Drive for access by all JA Staff	5/7/2015 monthly

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Journeys Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Develop a "point system" approach to reinforce positive behaviors in the middle and high school buildings	Garnes, Deirdre	8/11/2014	Successful implementation of the point system and increased student participation in the system	5/22/2015 weekly
G1.MA1	Weekly tracking of environmental issues such as referrals, suspensions, arrests, fights, etc.	Bevan, Kenny	8/11/2014	Weekly reports sent to Executive Director and to school Leadership Team	5/29/2015 weekly
G1.B1.S1.MA1	Responding to requests and input from parents/guardians should lead to an increase in attendance at Parent Program events	Bevan, Kenny	8/11/2014	The number/percentage of participation increases at Parent/Guardian events	3/13/2015 quarterly
G1.B1.S1.MA1	Plan and execute for the next Parent Program information and access that parents/guardians requested	Bevan, Kenny	8/11/2014	Agendas for each program should reflect what was requested or noted in surveys	3/13/2015 quarterly
G1.B2.S1.MA1	Weekly review of environmental factors such as referrals, suspensions, fights, arrests, etc.	Bevan, Kenny	8/11/2014	Weekly Environmental Report sent to Leadership Team and Executive Director	5/29/2015 weekly
G1.B2.S1.MA1	Quarterly reviews of the level and point systems	Russo, Grace	8/11/2014	Agendas/minutes from the meetings note the suggestions for change and improvement to these new initiatives	5/22/2015 quarterly
G1.B1.S2.MA1	Compare attendance of quarterly events with previous events and track data of referrals and suspension in comparison to previous years	Bevan, Kenny	10/17/2014	Data reported to SAC and Faculty in a report	5/22/2015 quarterly
G1.B1.S2.MA1	SAC reviews the program and attendance of each quarterly event	Bevan, Kenny	10/17/2014	Minutes of SAC meetings	5/22/2015 quarterly
G2.MA1	Review quarterly attendance reports to see if attendance is increasing.	Bevan, Kenny	10/17/2014	Actual attendance percentage.	5/22/2015 quarterly
G2.B2.S1.MA1	Regular review of environmental factors (attendance, referrals, suspensions and grades)	Bevan, Kenny	8/11/2014	School Environmental Review is an agenda item for School Leadership Team and discussed	5/22/2015 weekly
G2.B2.S1.MA1	Quarterly review of the student referral process	Bevan, Kenny	10/17/2014	Report made to School Leadership Team each nine weeks	5/29/2015 quarterly
G2.B2.S2.MA1	Review Environmental Data (attendance, referrals, suspensions, grades) on regular basis	Bevan, Kenny	8/11/2014	Agenda item for School Leadership Team meetings and then discussed	5/29/2015 weekly
G2.B2.S2.MA1	Have the School Leadership Team review the attendance and content of these programs	Vickers, Tameria	8/11/2014	This review will be an agenda item for School Leadership Team meetings and will be discussed	5/22/2015 semiannually
G3.MA1	Monitor DE assessment scores	Bevan, Kenny	10/17/2014	Increase in average scores	5/22/2015 quarterly
G3.B1.S1.MA1	Improved assessment and high-stakes test scores	Bevan, Kenny	10/17/2014	Comparison of new versus previous test scores	5/22/2015 quarterly
G3.B1.S1.MA1	Teacher will provide the Assistant Principal a record of each contact with colleague/peer.	Garnes, Deirdre	10/17/2014	Checklist kept by Assitant Principal.	5/22/2015 quarterly
G3.B2.S1.MA1	Monitor improvement in student DE scores	Bevan, Kenny	10/17/2014	Regular increases in DE scores	5/22/2015 quarterly
G3.B2.S1.MA1	Require agenda and minutes from each PLC meeting	Garnes, Deirdre	8/19/2014	Assistant Principal receives copy of agenda and minutes	5/22/2015 weekly
G3.B3.S1.MA1	Look for change instructional strategies and activities in lesson plans and in actual instruction	Bevan, Kenny	10/17/2014	Conversations after walk-throughs will indicate what changes have been made	5/18/2015 weekly
G3.B3.S1.MA1	Have teachers provide written overview of what they learned and received from their mentors on their visits	Bevan, Kenny	10/17/2014	Written documentation provided to the Principal	5/22/2015 quarterly
G3.B1.S2.MA1	Review instructional strategies on lesson plans and during informal classroom visits	Bevan, Kenny	8/25/2014	Comments on I-Observation after each informal classroom visit	5/18/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	PLC's are required to turn in an agenda, roster, and discussion notes after each meeting	Garnes, Deirdre	8/11/2014	Actual copy of agenda, roster, and notes turned in to Assistant Principal	5/21/2015 weekly
G3.B2.S2.MA1	Changes in instructional and assessment strategies reflected in their lesson plans and in their actual instruction as observed during informal visits	Bevan, Kenny	8/25/2014	Noted in lesson plans and seen during regular informal classroom visits	5/19/2015 weekly
G3.B2.S2.MA1	Have teachers provide a short review of their visit and their take-aways from their observation	Garnes, Deirdre	10/17/2014	Visit summaries provided to Assistant Principal	5/22/2015 semiannually
G3.B3.S2.MA1	Changes in instructional strategies should be evident in lesson plans and in actual instruction	Bevan, Kenny	8/25/2014	Evidence should be found in lesson plans and observed and recorded during walk-throughs	5/18/2015 weekly
G3.B3.S2.MA1	Ensure that in-services are planned, registered, and then communicated to JA Staff	Bevan, Kenny	8/21/2014	The in-services are enacted and appropriate PD paperwork is completed and filed.	5/7/2015 monthly

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.

G3. All teachers will implement effective teaching strategies which are aligned to the district instructional plans in order to increase student achievement

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

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

PD Opportunity 1

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

Facilitator

Kenny Bevan

Participants

All Teachers

Schedule

Weekly, from 8/19/2014 to 5/21/2015

G3.B2 Most teachers have 3 or more preps

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

PD Opportunity 1

Create multi-disciplinary PLC's

Facilitator

Principal

Participants

All teachers

Schedule

On 8/19/2014

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

PD Opportunity 1

Contact neighboring schools to setup mentor teachers

Facilitator

Deirdre Garnes

Participants

Middle and High School Teachers

Schedule

On 10/17/2014

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

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

PD Opportunity 1

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

Facilitator

Deirdre Garnes

Participants

Middle and High School Teachers

Schedule

On 10/17/2014

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

PD Opportunity 1

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

Facilitator

Kenny Bevan

Participants

All teachers

Schedule

Monthly, from 8/21/2014 to 5/7/2015

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 increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students	1,600
Goal 2: To increase the average attendance of our students.	1,500
Goal 3: All teachers will implement effective teaching strategies which are aligned to the district instructional plans in order to increase student achievement	12,500
Grand Total	15,600

Goal 1: To increase the opportunity for students to be in class and on task by reducing the number of referrals and suspensions for our students

Description	Source	Total
B2.S1.A1 - Internal Funds	Other	1,600
Total Goal 1		1,600

Goal 2: To increase the average attendance of our students.

Description	Source	Total
B2.S2.A1	Title I Part A	1,500
Total Goal 2		1,500

Goal 3: All teachers will implement effective teaching strategies which are aligned to the district instructional plans in order to increase student achievement

Description	Source	Total
B1.S1.A1 - Temporary Duty	Other	2,500
B2.S2.A1 - Temporary Duty Funds	Other	2,500
B3.S1.A1 - Temporary Duty Funds	Other	2,500
B3.S2.A1 - Professional Development Funds	Other	5,000
Total Goal 3		12,500