

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.



Journeys Academy

School Improvement Plan 2012-2013

TABLE OF CONTENTS

Contents	Page No.
Evaluation of SIP for 2011-2012	4
Reading Goals	7
Math Goals	9
Writing Goals	13
Science Goals	15
Discipline Goals	17
School Defined Goal: Parent Involvement	18
Professional Development	19
Budget Summary of SIP for 2011-2012	20
Addendum 1 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)	21
Addendum 2 - Literacy Leadership Team	23
Addendum 3 - Lesson Study	24
Addendum 4 - Title I Schoolwide Program	26
Addendum 5 - Parent Involvement Goal(s)	32
Addendum 6 - Science, Technology, Engineering, and Math (STEM) Goal(s)	NA

TABLE OF CONTENTS continued

Addendum 7 - Career and Technical Education (CTE) Goal(s)	34
Addendum 8 - Comprehensive English Language Learning Assessment (CELLA) Goals	NA
Addendum 9 - Florida Alternative Assessment (FAA) Goal(s)	NA
Addendum 10 - Geometry, Biology, U.S. History, and Civics EOC	35
Addendum 11 - AAAMO	NA
School Advisory Council Signatures	37

EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		20.8%	9.0%	29.8%	20.3%	N
High standards Level 4+		NA	NA	NA		
Proficiency Level 3+ in AYP subgroups						
	White	33.3%	5.0%	38.3%	39.0%	Y
	Black	9.1%	15.0%	24.1%	3.6%	N
	Hispanic	20.6%	10.0%	30.6%	25.9%	N
	ELL	0	20.0%	20.0%	50.0%	Y
	SWD	6.7%	15.0%	21.7%	0.0%	N
	ED	20.8%	10.0%	30.8%	19.3%	N
Learning Gains					38.9%	
Lowest 25% making Learning Gains		NA	NA	NA	NA	
Learning Gains Levels 4/5		NA	NA	NA	NA	
Learning Gains in AYP subgroups						
	White	NA	NA	NA	NA	
	Black	NA	NA	NA	NA	
	Hispanic	NA	NA	NA	NA	
	ELL	NA	NA	NA	NA	
	SWD	NA	NA	NA	NA	
	ED	NA	NA	NA	NA	

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		19.8%	10.0%	29.8%	14.1%	N
High standards Level 4+		NA	NA	NA		
Proficiency Level 3+ in AYP subgroups						
	White	37.8%	5.0%	42.8%	31.6%	N
	Black	13.5%	15.0%	28.5%	2.7%	N
	Hispanic	4.0%	20.0%	24.0%	20.0%	N
	ELL	0	20.0%	20.0%	0.0%	NA
	SWD	5.3%	20.0%	25.3%	6.7%	N
	ED	21.9%	10.0%	31.9%	11.8%	N
Learning Gains					28.6%	

Lowest 25% making Learning Gains		NA	NA	NA	NA	
Learning Gains Levels 4/5		NA	NA	NA	NA	
Learning Gains in AYP subgroups						
	White	NA	NA	NA	NA	
	Black	NA	NA	NA	NA	
	Hispanic	NA	NA	NA	NA	
	ELL	NA	NA	NA	NA	
	SWD	NA	NA	NA	NA	
	ED	NA	NA	NA	NA	

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		53.4%	11.6%	65.0%	38.5%	N
High standards Score 6.0						
Proficiency Score in AYP subgroups						
	White	61.5%	10.0%	71.5%	52.9%	N
	Black	52.2%	15.0%	67.2%	21.1%	N
	Hispanic	50.0%	15.0%	65.0%	46.2%	N
	ELL	33.3%	20.0%	53.3%	0.0%	NA
	SWD	23.1%	20.0%	43.1%	11.1%	N
	ED	53.1%	15.0%	68.1%	38.1%	N
High standards Score 6.0 in AYP subgroups						
	White	0	10.0%	10.0%	0	
	Black	0	10.0%	10.0%	0	
	Hispanic	0	10.0%	10.0%	0	
	ELL	0	10.0%	10.0%	0	
	SWD	0	10.0%	10.0%	0	
	ED	0	10.0%	10.0%	0	

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		13.3%	11.7%	25.0%	17.2%	N
High standards Level 4+		0.0%	10.0%	10.0%	0.0%	NA
Proficiency Level 3+in AYP subgroups						
	White	30.0%	10.0%	40.0%	42.9%	Y
	Black	0.0%	20.0%	20.0%	0.0%	NA
	Hispanic	9.5%	10.0%	20.0%	20.0%	Y
	ELL	0.0%	20.0%	20.0%	100.0%	Y
	SWD	0.0%	20.0%	20.0%	25.0%	Y
	ED	9.5%	10.5%	20.0%	12.5%	N
High standards Level 4+ in AYP subgroups						

	White	0.0%	5.0%	5.0%	0	
	Black	0.0%	5.0%	5.0%	0	
	Hispanic	0.0%	5.0%	5.0%	0	
	ELL	0.0%	5.0%	5.0%	0	
	SWD	0.0%	5.0%	5.0%	0	
	ED	0.0%	5.0%	5.0%	0	

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup:	399	-50	349	426	N
Out-of-school suspensions (unduplicated) Subgroup:					

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase the percent of students who transition back to their zoned school on time	77.6%	+2.4%	80.0%	69%	N
To decrease the percent of students who previously attended Journeys Academy , who are assigned to Journeys Academy, or are expelled from SCPS during the 2011-2012 school year	24.2%	-10.0%	12.2%	17%	N

Goal Summary

Number of Goals Met: 6
Number Not Met: 28
Number Partially Met: —

READING GOALS

Aligned with Strategic Plan System Initiative B

- Reading Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
- Reading Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
- Reading Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading
- Reading Goal #4:** To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
- Reading Goal #5:** To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
- Reading Goal #6:** To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading
- Reading Goal #7:** To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading
- Reading Goal #8:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	20.3%	26/128	9.7%	30.0%
2. Proficiency Level 3+ in subgroups:				
White	39.0%	16 / 41	3.0%	42.0%
Black	3.6%	2/55	11.4%	15.0%
Hispanic	25.9%	7/27	6.1%	32.0%
ELL	50.0%	1/2	10.0%	60.0%
SWD	0.0%	0/23	15.0%	15.0%
ED	19.3%	21/109	5.7%	25.0%
3. High standards Level 4+	0.0%			
4. Learning Gains	38.9%	44/113	21.1%	60.0%
5. Lowest 25% making Learning Gains				
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new				
7. Learning Gains Levels 4/5				
8. Learning Gains in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				

ED				
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Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Provide intensive reading classes to all Level 1-4 students with an instructional focus on decoding skills, text analysis, context clues and comprehension.	1-8	None	Reading Teachers, Literacy Coach	Baseline, Mid-Year, End of Year	Discovery Ed PMA; Successmaker assessments	b, or.st
2) Revamp MS curriculum to give Level I students a 2 hour reading block and another computer-based intervention during their school day.	1,2,4,5,8	Rework Master Schedule	Principal, MS Counselor, MS Teachers	Baseline, Mid-Year, End of Year	Discovery Ed MS FCAT	b, im, ot, st, sss, tech, TI, t
3) Rewrite HS Reading and Language Arts curriculum to complement each other and include Journeys Reading curriculum as a component for both.	1-8	Time	Asst. Prin., Lit Coach, Read & LA Teachers	Mid-Year End of Year	Discovery Ed HS FCAT	b, im, sss, T1, tr
4) Assign lowest Level 1 students to Fast ForWord (FF)	1,2,4,5,8	None	Reading Teachers, Literacy Coach	Baseline, Mid-Year, End of Year	Discovery Ed FF Assessments	b, or.st
5) Utilize Reading/Language Arts PLC to develop common assessments and use the data gained to redirect instruction as needed	1,2,4,5,8	None	Read & LA Teachers, Lit Coach	Baseline, Mid-Year, End of Year	Discovery Ed FF Assessments	b, or.st

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	14.1%	11/78	10.9%	25.0%
2. Proficiency Level 3+ in subgroups:				
White	31.6%	6/19	3.4%	35.0%
Black	2.7%	1/37	17.3%	20.0%
Hispanic	20.0%	4/20	10.0%	30.0%
ELL	0.0%	0/1	50.0%	50.0%
SWD	6.7%	1/15	13.3%	20.0%
ED	11.8%	8/68	13.2%	25.0%
3. High standards 4+	0.0%			
4. Learning Gains	28.6%	20/70	21.4%	50.0%
5. Lowest 25% making Learning Gains				
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new				
7. Learning Gains Levels 4/5				
8. Learning Gains in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Provide intensive math classes to all Level 1-2 students with an instructional focus on basic skills needed to apply to algebra.	1,2,4,5,8	None	Counselors Math Teachers	Baseline, Mid-Year, End of Year	Discovery Ed PMA; Successmaker assessments	b, or.st
2) Revamp MS curriculum to give Level I students a 2 hours of math and another computer-based intervention during their school day.	1,2,4,5,8	Rework Master Schedule	Principal, MS Counselor, MS Teachers	Baseline, Mid-Year, End of Year	Discovery Ed MS FCAT	b, im, ot, st, sss, tech, TI, t
4) Assign Level 1 students to SuccessMaker Lab (SM)	1,2,4,5,8	None	Counselor, Math Teachers	Baseline, Mid-Year, End of Year	Discovery Ed SM Assessments	b, or.st
5) Utilize Math PLC to develop common assessments and use the data gained to redirect instruction as needed	1,2,4,5,8	None	Math Teachers	Baseline, Mid-Year, End of Year	Discovery Ed SM Assessments	b, or.st

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 Algebra EOC exam

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 Algebra EOC exam

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 Algebra EOC exam

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 Algebra EOC exam

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 Algebra EOC exam

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 Algebra EOC exam

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	18.5%	5/27	21.5%	40.0%
2. Proficiency Level 3+ in subgroups:				
White	0.0%	0/8	40.0%	40.0%
Black	16.7%	2/12	23.3%	40.0%
Hispanic	40.0%	2/5	10.0%	50.0%
ELL	0.0%	0/1	40.0%	40.0%
SWD	0.0%	0/2	40.0%	40.0%
ED	12.5%	2/16	27.5%	40.0%
3. High standards 4+	0.0%	0/27	20.0%	20.0%
4. Learning Gains	20.0%	3/15	30.0%	50.0%
5. Lowest 25% making Learning Gains				
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new				
7. Learning Gains Levels 4/5				
8. Learning Gains in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Add at least two additional face-to-face Algebra I courses to replace those currently being offered on PLATO.	1,2,4,5,6,8	None	Principal Math Teachers	Mid-Year EOY	Common 9 Week Tests, ALG EOC	b, im, or, sss,tr
2) Utilize Math PLC to develop common assessments for Algebra 1 and use the data gained to redirect instruction as needed	1,2,4,5,8	None	Math Teachers	Mid-Year EOY	Common 9 Week Tests, ALG EOC	b, or.st
3) Send Algebra 1 teachers to other successful HS Algebra teacher classrooms to observe and dialogue about successful strategies	1,2,4,5,6,8	None	Principal Math Teachers	Mid-Year EOY	Common 9 Week Tests, ALG EOC	b,tr

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Score 4.0+	38.5%	20/52	21.5%	60.0%
2. Proficiency Score 4.0+ in subgroups:				
White	52.9%	9/17	12.1%	65.0%
Black	21.1%	4/19	23.9%	45.0%
Hispanic	46.2%	6/13	13.8%	60.0%
ELL	0.0%	0/1	50.0%	50.0%
SWD	11.1%	1/9	28.9%	40.0%
ED	38.1%	16/42	21.9%	60.0%
3. High standards Score 6.0				
4. High standards Score 6.0 in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Provide additional 6 Traits Writing Training for all Language Arts and ESE teachers.	1-4	None	Lit Coach LA Teachers ESE Teachers	Mid-Year EOY	Writing DA Common Assessments, FCAT Writes	b, im, sss, tr
2) Utilize Reading/Language Arts PLC to develop common writing assessments and use the data gained to redirect instruction as needed.	1-4	None	Lit Coach LA Teachers ESE Teachers	Mid-Year EOY	Writing DA Common Assessments, FCAT Writes	im, sss, tr
3) Provide opportunities for Language Arts teachers to visit other schools to review best practices.	1-4	None	LA Teachers ESE Teachers	Mid-Year EOY	Writing DA Common Assessments, FCAT Writes	b, st, tr

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

SCIENCE GOALS

Aligned with Strategic Plan System Initiative B Elementary (Grade 5) and Middle School (Grade 8) FCAT

- Science Goal #1:** To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
- Science Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
- Science Goal #3:** To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science
- Science Goal #4:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	17.2%	5/29	12.8%	30.0%
2. Proficiency Level 3+ in subgroups:				
White	42.9%	3/7	7.1%	50.0%
Black	0.0%	0/10	30.0%	30.0%
Hispanic	20.0%	2/10	10.0%	30.0%
ELL	100.0%	1/1	0%	100%
SWD	25.0%	1/4	25.0%	50.0%
ED	12.5%	3/24	17.5%	30.0%
3. High standards Level 4+				
4. High standards Level 4+ in subgroups:				
White				
Black				
Hispanic				
ELL				
SWD				
ED				

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Provide opportunities for MS Science teacher to visit other schools to review best practices.	1-4	None	MS Science Teacher	Mid-Year EOY	Common Assessments FCAT Writes	b, st, tr
2) Investigate opportunities for our high school science students to tutor and/or support middle school science classes.	1-4	None	MS & HS Science Teacher	Mid-Year EOY	Common Assessments, FCAT Writes	or, st, tr
3) Utilize Science PLC to develop common science assessments and use the data gained to redirect instruction as needed.	1-4	None	MS & HS Science Teacher	Mid-Year EOY	Writing DA Common Assessments, FCAT Writes	im, sss, tr

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	51%	35%
2. Out-of-school suspensions (unduplicated)	Black	54%	35%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Provide training at every staff meeting in verbal diffusion for the whole staff.	1-2	None	Principal Asst. Prin.	Semester EOY	Discipline Data	sss, tr
2) Have formal day long training for the whole staff in verbal diffusion during the 1 st semester.	1-2	None	Principal Asst. Prin.	Semester EOY	Discipline Data	b, sss, tr
3) Revise the school wide protocol for handling minor issues with required steps to follow before taking formal action.	1-2	None	Asst. Prin. Dean	Semester EOY	Discipline Data	b, sss, tr
4) Implement lunch time detention as an additional intervention before suspension for minor offenses.	1-2	None	Asst. Prin. Dean	Semester EOY	Discipline Data	or, tr

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.

Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.

Middle schools – Virtual options, ACCEL, etc.

High schools – Virtual options, Flex hours, ACCEL, etc.

Other school defined goals may be added.

Goal #1: To increase the percentage of parents who take an active role in their students' educational goals at Journeys Academy by attending a planned parent event or a conference with the student's teachers and counselor.

School Defined Goal	Current	# of #-	% +/-	Expected
1) Parents attending a school Parent's Night or a conference with teachers.	24%	180 of 646	16.0%	40.0%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) To increase the number of nightly parent events from 1 per semester to 1 each quarter.	Distance and timing for some parents	Guidance	EOY	Sign-In Sheets	b, or, T1, tr
2) To have monthly meetings on Saturdays for parents of students who have been struggling behaviorally at home and school.	Distance and timing for some parents	Guidance	EOY	Sign-In Sheets	b, or, T1, tr
3) Having JA staff call every parent personally to the Quarterly Parent Nights.	Having good contact numbers	Guidance All Staff	EOY	Sign-In Sheets	st, or
4) The Dean's Office will provide personal invitations to parents of students who have been identified with a need.	Having good contact numbers	Dean's Office	EOY	Sign-In Sheets	st, or

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
School Improvement	All	6x / Sem	Instructional Strategies Verbal Diffusion	All teachers and Staff	32	32	Principal
Professional Learning Communities	All but Last 2	8x / Sem	Common Assessments and Common Pacing	All teachers	21	21	Assistant Principal
Verbal Diffusion	Disc 1 & 2	9/19/12	Verbal Diffusion	All Staff	32	32	Assistant Principal
6 Traits Writing Training	Writing 1-4	Qtr 2	Enhanced Writing Skills	Language Arts Teachers Literacy Coach	5	5	Literacy Coach

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$480.00
Adjustment:	-\$60.00
Carry Over:	\$416.29
Total Income:	\$836.29

EXPENDITURES	ACTUAL COST	BALANCE
		\$836.29
Science Cabinet for Microscopes	\$711.31	\$124.98

Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$124.98

ADDENDUM 1

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *MTSS Leadership Team*.

Vanessa Marshall, Assistant Principal
Tamera Vickers, HS Counselor
Katie Dodd, MS Counselor
Maria Ozuna, SRS
Donna Poniatowski, HS Teacher
Dana Turner, MS Teacher

2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Our MTSS teams are interrelated with our PLCs. Each student within the Tiers has its own problem solving team. Each team will share common beliefs about the ideal educational conditions for promoting student achievement. Using the following beliefs to guide our efforts is the way to ensure consistent movement toward maximizing student achievement:

1. Highly effective personnel deliver scientific research based instruction and evidenced based practices.
2. Curriculum and instructional approaches have high probability of success for most students.
3. Instruction is differentiated to meet individual needs.
4. Reliable, valid, and instructionally relevant assessments.
5. Ongoing, systemic problem solving on students in an effort to make decisions across a continuum of student needs.
6. Student data are used to guide meaningful decision making.
7. Professional development and follow up coaching are provided to ensure effective instruction at all levels.
8. Actively engaged administrative leadership for data-rich and data-based decision making is inherent to the school culture.
9. All students and their parents are part of the proactive seamless educational system.

3. Describe the role of your school's *MTSS Leadership Team* in the development and implementation of the SIP.

This year our school's *MTSS Leadership Team*, using data from last year, identified specific academic and behavioral targets for Journeys to focus on this year. This team also suggested some action plan items and helped refine some of our plans based on the most significant needs that our students have.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.

This year we will use Discover Ed (DE) as our primary source for academic data. We will also supplement the findings of with common assessments across the content areas. For Behavior, we will use Skyward Discipline queries to see trends amongst all groups (ESE, Ethnicity, etc.). In addition, we will discuss other behavior interventions within our PLCs.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.

"The Problem Solving" process is critical to making instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. The school-based team will engage regularly in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

1. Define the problem- by determining the difference between what is expected and what is happening.
2. Analyze the problem- using data to determine why the issue is occurring. Generate hypotheses. Link validated hypotheses to evidence based instructional decisions. You must test the hypotheses and not be afraid to ask Why is the desired goal not working? What barriers?
3. Develop and implement a plan- that is driven by results of the team's problem analysis by establishing a performance goal for the group of students of the individual student and developing an intervention plan to achieve a goal. Then you delineate how the student will be monitored and implementation integrity will be monitored.
4. Measure the response to instruction and/or interventions- by using data gathered from PMAs in intervals to evaluate the effectiveness based on the students response to the intervention. PMAs should directly reflect the targeted skill.

6. Describe the plan to train staff on MTSS.

JA has created a Core Team which includes the Guidance Counselors, Reading Coach, Dean, Transition Counselors and an Academic Department Chair. The Core Team will develop a framework of guiding tools for instructional problem solving. Teachers will be trained on the Problem Solving Model to include the following Tiers:

Tier 1: Core Instruction and Supports - general academic and behavior instruction and support designed and differentiated for all students in all settings.

Tier 2: Targeted Supplemental Interventions and Supports - more focused, targeted instruction/intervention and supplemental support in addition to and aligned with core academic and behavior curriculum and instruction.

Tier 3: Intensive Individualized Interventions, and Supports - the most intense (increased time, narrowed focus, reduced group size) instruction and intervention is based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school’s Literacy Leadership Team (LLT).

Journeys Literacy Leadership Team (LLT) consists of our Literacy Specialist, Ikema Morris as the chairperson. The Principal, Mike Icardi, serves as an ex-officio member. Other members of this team include: Anne Martin (Reading Teacher), Daphne Lynah (Reading Teacher), Brandi Harwood (Language Arts Teacher), Robert McIntosh (SS Teacher), Dana Turner (Language Arts Teacher) and Sharon Ribbon (Teacher Assistant).

2. Describe how your school’s LLT functions (e.g. meeting processes and roles/functions).

The Literacy Leadership Team has planned monthly meetings to review current data from Discovery Education, DA Writing Assessments, and previous FCAT scores. The LLT will also look at data from SuccessMaker, and Fast ForWord to evaluate student placement and relative success of each program. The LLT will review our students’ interaction with literature across our content area curriculum.

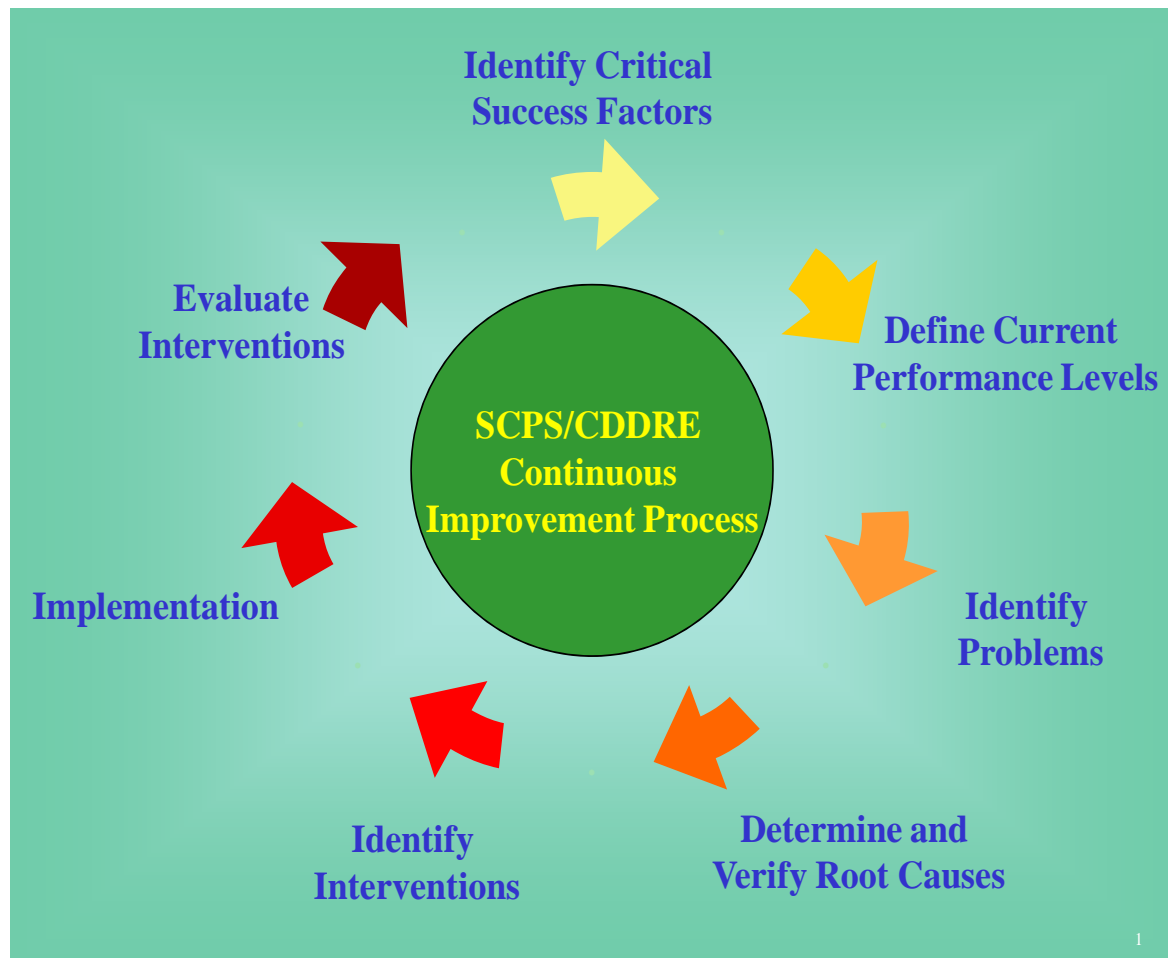
3. What will be the major initiatives of the LLT this year?

The major initiatives include the implementation of Journeys in both our Reading and Language Arts classes on the high school level. Review of data from SuccessMaker and Fast ForWord will continue as we move into our second year of use for both. Increased training in student support, use of the data for motivation, and having students take personal responsibility in setting and reviewing goals are key issues for Journeys this year.

ADDENDUM 3 -LESSON STUDY

Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Building upon our experience from last year, the complete staff at Journeys Academy will participate in focused Lesson Studies in creating and enhancing effective Learning Communities. From the first steps of dividing the staff into connected, cohesive groups and establishing roles and norms, to the long term focus of learning to differentiate instruction based on student progress in class and regular assessments, the Journeys Learning Communities end goal is to improve student performance in each core performance objective, as well as the discipline and school performance objectives for this year. In addition, the Journeys Staff will have professional development opportunities as well as focused Lesson Studies on diffusing anger in our students.



ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name: _____

I. Assurances

These items are required elements of your Title I Schoolwide Program. The principal must mark with an “X” each of the assurances to indicate compliance.

X	All children will be provided an opportunity to meet the State’s challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: <ul style="list-style-type: none"> a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II. Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

Students with Academic Deficiencies Initiative(s):

Since students enter Journeys Academy every week because of our role as an alternative institution, students previous testing scores will be reviewed as they enter the school and each student will also be given an assessment for math and reading using Discovery Education to look at the needs of the individual student. Students will be placed in the appropriate reading class depending on the outcome of the assessment, and decisions will be made on an intensive math class depending on previous state assessment data and current Discovery Education information. Students may also be place in a SuccessMaker Lab for a period each day if data shows need for additional reading and math intervention.

School Improvement Goal(s) that support the Initiative(s):

Reading Goals: 1,2,4,5,8

Math Goals: 1,2,4,5,8

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

Reading Initiative(s):

The integration of the Journeys Passport reading program into our high school reading and language arts curriculum is the most significant change for this year. Teacher in these two disciplines will plan together and review the progress of students through various assessment to continuously review the progress of our students and make changes in the curriculum focus. Fast ForWord will continued to be used for low level 1 students in addition to our reading class for lower level students. Our SOAR program has made some programmatic changes to more directly impact the specific weaknesses that assessment have identified of our students.

School Improvement Goal(s) that support the Initiative(s):

Reading Goals: 1,2,4,5,6,8

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?

Working closely with the District Literacy staff, Journeys Academy has aligned their student placement and curriculum implementation with the directives of the SCPS Reading Plan which is driven by the content for Just Read Florida. Each is appropriately aligned with each other.

Math Initiative(s):

Unlike the rest of our district, the students at Journeys Academy appear to struggle even more with math than reading. Level 1 math students at Journeys have an appropriate grade level math class as well as an intensive math class where the instruction and work is based on the needs of each individual student. Each of these students is also placed in a computer-based intervention for math and has that work supplemented by “skills” work provided by the middle school math teachers.

School Improvement Goal(s) that support the Initiative(s):

Math 1,2,4,5 8

3. **Use of Data** - Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

Use of Data Initiative(s):

With improved access to data and data that is easier to interpret our PLC’s are using data to chart progress and identify specific needs in reading, math, writing and science classes. Charting the progress allows us identify improvement and be able to celebrate the reaching of goals. In addition, data points out to our individual academic disciplines the skills that are still weak in our students and help them to differentiate instruction in a way that will help students be successful.

School Improvement Goal(s) that support the Initiative:

All goals will use data to help monitor progress and note areas of weakness.

4. **Support for SubGroups** - Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

SubGroup Initiative(s):

Journeys Academy is a diverse school with a higher percentage of students from subgroups like children with disabilities, homeless and free and reduced lunch. Many of these students are already behind academically and will benefit from the various academic initiatives described above. The specific identification of the individual needs of these students will help ensure that they will receive the additional support they need to be able to compete academically.

School Improvement Goal(s) that support the Initiative(s):

Reading Goals 2,8
Math Goals 2,8
Algebra EOC Goals 2,8
Writing Goals 2,4
Science Goals 2,4
Discipline Goals 1,2

5. **Extended Day** - Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

Extended Day/Year Initiative(s): NA

School Improvement Goal(s) that support the Initiative: NA

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

Additional School-Level Initiative(s):

The staffing at Journeys intentionally reduced the counselor to student ratio because of the needy population of the school. Students have easy access to counselors during the day and at lunch, and early in the discipline process a counselor referral form is required before a minor matter becomes a significant

referral. Journeys has implemented a semester-long life skills class for middle and high school students with the expressed purpose of having students be reflective, think through decisions, and take responsibility for their actions. The Dean is overseeing a weekly meeting of identified black, teenage males, which is the demographic in our school that is struggling the most academically, and behaviorally. The assistant principal is overseeing a new mentoring program which will include administrators from sending schools, community members, and volunteers who desire to make a personal impact in a student's life.

School Improvement Goal(s) that support the Initiative:

Discipline Goals 1,2
Parent Involvement Goal 1

7. **Professional Learning** - Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

Professional Learning Initiative(s):

Journeys Academy is focusing on four main initiatives this year for our staff:

- 1) Using scales for assessment
- 2) Verbal diffusion
- 3) Common assessment and pacing
- 4) Enhanced writing skills

Journeys will access funding for the verbal diffusion from ESE. Professional Development funds will help pay for training and substitutes for enhanced writing skills and the scales and common assessments growth will come from our Professional Learning Community Initiative.

School Improvement Goal(s) that support the Initiative(s):

In actuality, these learning initiatives will actually positively impact every SIP goal.

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

Coordination with Early Learning Initiative(s): NA

School Improvement Goal(s) that support the Initiative(s): NA

9. **Family Engagement** - Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

Family Engagement Initiative(s):

The first of two initiatives this year will be a quarterly Parent Meeting where parents will have access to a multitude of options and services based on the needs of our students. Secondly, most months we will sponsor a Saturday Parent Support Day for those who are struggling in giving guidance to their children.

School Improvement Goal(s) that support the Initiative:

School Defined Goal: Parent Involvement

ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	24%	57 of 240	26%	50%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Give an opportunity to register at every Parent Orientation.	1	None	Exec. Secretary	Quarterly	Review data	or, st, t
2) Promote Parent Portal at Quarterly Parent Nights	1	None	Exec. Secretary	Quarterly	Review data	or, st, t

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Enter narrative for STEM goal: NA

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)

ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Enter narrative for CTE goal:

Develop a career vocational exploration program for our high school students who are interested in investigating and participating in vocational programming.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Hire a career vocational program director.	Funds, space	Principal	Mid- Year, EOY	Program Review	b,im,or,st,T1,t
2) Develop a 3 year plan for the career vocational exploration program.	Funds, space	Principal, Program Director	Mid-Year, EOT	Program Review	im, or, sss

ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

Seminole County Public Schools is committed to high performance in End of Course exams. Curriculum instructional plans will be aligned with and paced in a manner that will best ensure student success on the End of Course exams. Baseline student performance data will be established once the Florida Department of Education and State Board set the standards for each exam.

ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

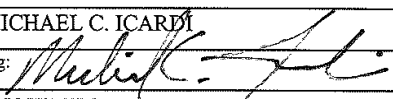
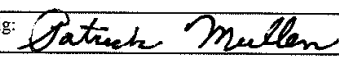
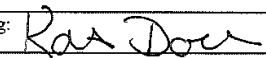
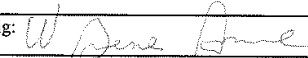
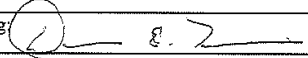
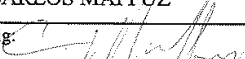
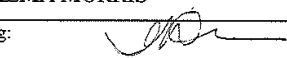
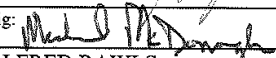
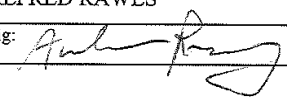
Journeys Academy does not have enough students (10) in the reporting categories to receive an AMO. Students who had a drop out code of 'R' or 'E' or were not full year students were excluded from the calculation.

SCHOOL ADVISORY COUNCIL SIGNATURES

2012-2013

FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE		
MICHAEL C. ICARDI		PATRICK MULLEN			
Sig: 	10/11/12	Sig: 	Oct. 10, 2012		
INSTRUCTIONAL		JARRITT NEGRI			
KATHERINE DODD		Sig:			
Sig: 		GENE GRACE			
DANA TURNER		Sig: 			
Sig: 		CARLOS MAFFUZ			
IKEMA MORRIS		Sig: 			
Sig: 	10/15/12	MICHAEL MCDONOUGH			
		Sig: 			
		ALFRED RAWLS			
		Sig: 			
NON-INSTRUCTIONAL					
MIGDY FIGUEROA					
Sig:					