Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

www.scps.k12.fl.us

Journey's Academy

School Improvement Plan 2021-2022

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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

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

The individualized needs of our students are at the forefront of every decision we make, every word we say, and every action we take.

Describe how the school involved parents and community in developing this plan and 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.

Journeys Academy's mission and vision are shared during the Parent Orientation which all parents and students must attend as part of the enrollment process. During this orientation, the school staff is able to make a connection with parents/guardians to begin the development of positive, supportive relationships. Journeys Academy also participates in the Title I program and facilitates multiple family engagement events each school year. These events include educating families regarding resources which are available to them and awareness of curriculum/academic programming. Parents/guardians are also provided feedback on their student's progress via report cards, progress reports, MTSS meetings, Student Study meetings, and parent-teacher conferences.

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.

Journeys Academy's mission and vision are shared during the Parent Orientation which all parents and students must attend as part of the enrollment process. During this orientation, the school staff is able to make a connection with parents/guardians to begin the development of positive, supportive relationships. Journeys Academy also participates in the Title I program and facilitates multiple family engagement events each school year. These events include educating families regarding resources which are available to them and awareness of curriculum/academic programming. Parents/guardians are also provided feedback on their student's progress via report cards, progress reports, MTSS meetings, Student Study meetings, and parent-teacher conferences.

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (PBS supports)

Journeys Academy routinely involves various stakeholders in building a positive school culture/climate through: • Monthly MTSS meetings • Title I Parent Nights • Positive Behavior Support (PBS) programming • University and college visits • Experiential field trips throughout the community • Volunteers • Guest speakers Students are able to earn incentives through a tiered level system. Incentives are donated and provided by various stakeholder groups. Volunteers and guest speakers help to create an environment in which achievement, goal setting and real-world experiences are the focus.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Journeys Academy has a varied stakeholder group. These stakeholders include faculty, parents, students, law enforcement, local colleges/universities, faith-based organizations and social service agencies. Faculty, parents, and students collaborate to identify areas of concern regarding campus procedures and safety. These groups are surveyed to identify opportunities and provide school leadership with recommendations for improvement. Additionally, service service agencies, faith-based organizations and law enforcement agencies support with the provision of emotional/mental health supports and basic needs for students and families. Local educational institutions partner with Journeys Academy to support student is career exploration and experiential field trips.

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

All students at Journeys Academy have a class period of Social Emotional Learning on their student schedule. In addition, Journeys Academy is a Restorative Practices school. Journeys Academy begins and ends each school day with a restorative circle. The circles build community amongst the students and staff while helping students to build empathy, patience, kindness, courage, and open-mindedness. New to Journeys Academy this year are Restorative Coaching Sessions. Each student must complete eight sessions with a coach to process the incident(s) which resulted in their administrative assignment to Journeys Academy. During the sessions student will discuss restoration and "making things right." Lastly, Journeys Academy students participate in small groups with a district mental health counselor and a school social worker. Individual counseling is also available to students who demonstrate a need for additional support and the district mental health counselor also makes referrals to community-based supports, as needed.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following:

- **Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension**
- **One or more suspensions, whether in school or out of school**
- **Behavior**
- **Course failure in English Language Arts or mathematics during any grading period**
- **A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.**

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., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet 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 OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier III Reading Intervention Plan). 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.

Public and Collaborative Teaching

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 (PLCs) to review achievement data, discuss instructional best practices, analyze student work samples, review the emotional needs of students, etc. 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 (IReady) are used to guide instruction in ELA and mathematics classes. Achieve 3000 is also utilized to monitor acquisition of reading skills. Deficit areas are noted and instruction is adjusted to address those areas of deficit. Also, Journeys Academy's school-wide vocabulary plan involves a collaborative, cross-curricular approach which promotes inclusion of all content area teachers. The teaching of vocabulary is not simply accomplished through the confines of ELA classes; rather, all teachers guide and coach all students through understanding and comprehending the language of the subject they teach. 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. Required delivery modes and methods are differentiated instruction to the depth of the Florida Standards. 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.

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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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. Seminole County Public Schools hosts a teacher job fair in the spring of each year. 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 Instructional Practices Specialist 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 EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners 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 teachers 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. Our school has a Connected Learning mentor (CLM) who provides support for blended and digital earning. Our CLM demonstrates commitment to rigorous, standards-based student-centered instruction, and a passion to share best practices for meaningful technology infusion with all earners. Mentoring, along with assessment strategies through digital and blended learning. Mentoring activities are logged by the CLM and are monitored with the support of assigned district staff.

Effective Leadership

List the members of the leadership team.

Name	Title	Email	Responsibilities
Michelle Walsh	Assistant Superintendent of Student Support Services	Michelle_Walsh@scps.k12.fl.us	District leader for Exceptional Student Education, Intervention Services and Alternative Programs
Grace Russo	Assistant Principal	Grace_Russo@scps.k12.fl.us	Academic/instructional leader and manager of all school operations.
Greg Handy	School Administration Manager	Handygr@scps.k12.fl.us	Student discipline, school operations, and parent/student orientations.
Twyla Sanks	School Counselor	twyla_sanks@scps.k12.fl.us	Scheduling, assessments, and group/individual student counseling.
Deirdre Garnes	Director Of Alternative Programs	Deirdre_Garnes@scps.k12.fl.us	Oversees the SCPS policies and procedures governing administrative assignments and expulsions

Effective Leadership

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Grace Russo	Assistant Principal	Grace_Russo@scps.k12.fl.us	Ensures implementation and execution of district reading plan and lessons aligned with ELA and reading standards.
Twyla Sanks	School Counselor	twyla_sanks@scps.k12.fl.us	Schedules students into required reading classes
Miriam Colon	Reading Teacher	Miriam_Colon@scps.k12.fl.us	Facilitates reading curriculum and executes district reading plan

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.

Annually budgets and expenditures are reviewed as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We 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 are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. 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.

Student Transition and Readiness

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

As a small alternative education school, our limited number of teachers, restricted course offerings, and the short duration of stay by our students, provides challenges in offering an extensive college readiness and career awareness program. However, in an effort to prepare the students for the workforce and/or post secondary education/training, the EVERFI program is utilized to teach students how to think critically, to better understand financial literacy, to explore STEM careers, to examine physical/emotional health and wellness, etc. Students also study the tenets of entrepreneurship. In partnership with local colleges such as Seminole State College, Valencia State College and area technical schools, students are able to participate in experiential field trips were they learn more about academic degrees, programs, and certifications. These on-site visits allow students to not only experience the physical environment of the schools but also to interact with the materials, equipment, and resources available in a variety of classrooms.

Identify the career and technical education programs available to students and industry or community organizations.

As a small alternative elementary, middle and high school, Journeys Academy addresses the college and career readiness of our students by providing elective coursework for students in career research and specifically for high school students, there is coursework in job skills. Moreover, via EVERFI program courses, students have access to innovative and scalable digital learning which provides them the opportunity to practice real-world skills. One of our main objectives is to support students with the acquisition of the skills needed to either obtain employment after graduation or to pursue post-secondary education. In this effort, we provide students with bridge math and science courses to ensure they have skills to successfully transition to the next vocational or academic level. Journeys Academy also offers multiple virtual school options for course acceleration. Journeys Academy also provides critical thinking courses to all middle-school students which focus on social and emotional needs, life skills and more. Upon completion of their administrative assignment to Journeys Academy, students ae eligible to re-enter their zoned school where they have access to programs of emphasis and vocational programs. Our school counselor, in preparation for transition, assists students in exploring these programs and preparing to make course selections upon reintegration.

Journeys Essential Instructional Priority # 1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	99

Essential Instructional Priority 1 – Quality Instruction

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Utilization of PLC's	In their PLC's teacher compare data, discuss student needs, create lessons, receive subject-matter updates, and give each other support.	Grace Russo	May 2022	Y	Weekly	PLC minutes, Lessons aligned to Florida Standards, Data Reports, and the Marzano framework. Teams are chosen and chairpersons are selected. Copies of agendas, rosters, and notes are turned into the assistant principal.
Review of instructional strategies within lesson plans and during informal and formal classroom visits.	The administration insures that teachers use best practices and adhere to State Standards.	Grace Russo	May 2022	Y	Weekly	Evidence of Differentiated Instruction noted in lesson plans. Evidence should be found in lesson plans and observed and recorded during walk-throughs. Comments on I-Observation after each informal classroom visit. Conversations after walk-throughs will indicate what changes have been made.
Monitoring improvement in student iReady and Achieve 3000 achievement	The reading and math data collected allows teachers to assess students' individual strengths and weaknesses.	Grace Russo	May 2022	Y	Weekly	Regular increases in IReady, Achieve 3000 and C9A scores.

Through professional development at Journeys, teachers learn how to understand and use data to guide instruction.	Data from formative assessments allow teacher to understand what students know and do not understand as they progress through the teaching of lesson and units.	Grace Russo	May 2022	Y	Monthly	Teachers will demonstrate the use of different formative assessments and understand how formative assessments impact summative assessments. Professional Development opportunities will provide teachers with collaborative strategies.
Monitoring student achievement on C9A's	Using this summative data will help determine best instructional practices and will highlight gaps and weakness in acquisition of student knowledge.	Grace Russo	May 2022	Y	Quarterly	Regular increases in iReady, Achieve 3000 and C9A scores.

Journeys Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

*All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety Survey	D.1	10
5E_SE_Academic Personalism	D.3	70
5E_SE_Student-Teacher Trust	D.3	70

Indicators	Strategic Plan	Target
5E_CT_Collective Responsibility	B.1.1	99

Essential Instructional Priority 2 – Conditions for Learning

Topic/ Strategy	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Review of Environmental Data	Review of referrals, fights, arrests, attendance, suspensions, etc. that influence the school environment and grades.	Grace Russo, Greg Handy	2021-2022 School Year	N	Weekly	Queries of student attendance, academic, and behavioral data. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students. Continued focus on campus safety and building a culture of respect. Agenda item for School Leadership Team meetings and then discussed.
Monitoring At-Risk Students and Tracking of ELL Students	Identifying students who are not being successful at school for academic or behavioral reasons. A concerted effort towards increasing composite proficiency levels of ELLs or remaining at a composite score of 4, 5, or 6	Grace Russo, Twyla Sanks	2021-2022 School Year	N	Weekly	Agenda item for School Leadership Team meetings and then discussed. MTSS identifications and plan implementations. Queries of student attendance, academic, and behavioral data.
Positive Reinforcement	Develop and maintain a "level system" approach to reinforce positive behaviors in the middle and high school.	Grace Russo, Greg Handy	2021-2022 School Year	Y	Quarterly	Agenda item for School Leadership Team meetings and then discussed. Developing a student centered culture. Data that reflects a successful tiered, level system.

Progressive Disciplinary Policies and Procedures	Implementing a tiered, behavioral leveled system which focuses on recognition of positive behaviors instead of adverse behaviors.	Greg Handy, Grace Russo	2021-2022 School Year	Y	Weekly	Agenda item for School Leadership Team meetings and then discussed. Data that reflects a successful tiered, level system.
A Focus on Social Emotional Learning	Administrators and teachers at Journeys Academy will implement Restorative Practices, a philosophy of guiding principles (not a program or specific activity) that sees relationships as central to learning, growth and a healthy school climate for students and adults.	Grace Russo	2020-2021 School Year	N	Daily	Evidence of a focus on repairing harm through inclusive processes that engage all stakeholders. Evidence of a shift in the focus of discipline from punishment to learning and from the individual to the community.

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Improving Relationships with Law Enforcement	Creating positive opportunities for students to interact with SRO	Grace Russo	May 2022	N	Quarterly	Queries and survey of the student population
School Safety and Security Training	Teacher Training of Safety Protocols	Grace Russo	August 10, 2021	Y	As Needed	Agendas/minutes from the meetings notes with suggestions for change and improvement

Communication about Safety Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Positive Reinforcements in reference to adhering to school rules and protocols	Implement a tiered, behavioral level system which focuses on recognition of positive behaviors instead of adverse behaviors	Grace Russo, Greg Handy	2020 - 2021 School Year	Y	Weekly	Agenda item for School Leadership Team meetings and then discussed
School Safety and Security Training	School-wide training	Grace Russo	1st Week of School	Y	As Needed	Sign-In Sheets, Safety Survey Data

Building Relationships and Connecting with Stakeholders

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Implement a tiered, behavioral level system which focuses on recognition of positive behaviors instead of adverse behaviors	Grace Russo, Greg Handy	October 2021	N	Annually	Sign In Sheets, Vendor Handouts, Community Agencies' Brochures
Facilitate Parent Orientations	Grace Russo, Greg Handy	The 2021-2022 School Year	N	Weekly	Student Enrollment Forms, Parent Sign In Sheets

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.

Indicators	Strategic Plan	Target
Transition Success	D.1	98
5E Expectations for Post-Secondary Education	C.1	60
5E School-Wide Future Orientation	B.1	55

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Topic/ Strategy	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Parent Surveys	Survey parents to find out what information and access they need to be more prepared to ensure future readiness of students. Making a concerted effort to communicate more effectively with the parents of ELLs.	Twyla Sanks	Beginning October 2021	N	Quarterly	Actual surveys and the responses. Plan for programs made available to parents.
Career Training and Activities	Have scheduled opportunities for students to be trained and motivated to stay focused on their academic progression.	Twyla Sanks	Beginning October 2021	N	Quarterly	Increased number of students who receive credits towards graduation. Noted in lesson plans and seen during regular informal classroom visits.

Effective Parent Communication	Using the call out system to inform parents of school events and to provide invitations to informative and pertinent meetings.	Grace Russo	As Needed	N	Semi-annually	Actual surveys and the responses Plan for programs made available to parents.
Career Readiness Professional Development	Changes in instructional and assessment strategies reflected in teacher lesson plans and in student career-readiness and progression.	Grace Russo	Beginning October 2021	N	Quarterly	Increased number of students who receive credits towards graduation. Noted in lesson plans and seen during regular informal classroom visits.
Updating Student Data	At intervals during the school year have students\parents update personal information.	Diane Lawson	2021-2022 School Year	N	As Needed	School guidance secretary will collect student data forms and changes will be sent to school ATS.

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

Finding(s):

Major racial and ethnic groups (Black)

Economically disadvantaged students

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Discipline data for Journeys Academy was not reported on the Safe Schools for Alex Dashboard for the 2019-2020 school year. However, the leadership team will continue to monitor and establish mitigation strategies to address incidents involving School Environmental Safety Incident Reporting (SESIR) events and the correlating suspension for those events. The School Administration Manger will continue to track student discipline data via Skyward and EdInsight. Discipline reports will be shared with the school team during the faculty meetings and with stakeholders during the monthly School Advisory Council meetings. Additionally, individual student discipline data will be reviewed monthly during treatment team meetings. The focus of these reviews will be to identify discipline trends such as an increase in SESIR events, misconduct in common areas, repetitive issuance of discipline referrals by specific personnel, etc. and formulate strategies to mitigate misconduct while supporting individua students.

Action Plan

1st Finding

Major racial and ethnic groups (Black)

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
			Y		
Utilize a reset/refocus classroom to reduce exclusionary discipline which disproportionately impacts black students and contributes to school absences	Greg Handy	May 2022		As Needed	Student Sign In Sheets, Student Discipline Referrals

2nd Finding

Economically disadvantaged students

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Reduce student absenteeism (which contributes to disruptions in learning) for economically disadvantaged students through use of restorative practices for lower level discipline offenses	Grace Russo, Greg Handy	May 2022	Y	As Needed	Documentation from RP Fidelity Checks, Reflection Logs, Student Discipline Referrals

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

A. Supports implementation of improved inclusive practices for students with disabilities
B.   Designed to identify priority needs and organize resources
C.   Supports development of short and long term improvement strategies
D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.	Fully
The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.	Fully
School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and grade appropriate, heterogeneous, general education contexts 80% or more of the day.	Fully

Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School personnel analyze data of all SWDs and ELLs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts. Increased ESSA FPPI	Twyla Sanks, Grace Russo	2021-2022 School Year	Y	Weekly	Increase in composite proficiency levels of above 41% and increase graduation rate. School increases the number of SWDs and ELLS who receive educational services in inclusive classrooms and natural contexts. Data chats are conducted with students and teachers to create strong accountability and high expectations.
Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs and ELLs in general education and natural contexts.	Twyla Sanks, Grace Russo	2021-2022 School Year	Y	Weekly	School increases the number of SWD's and ELL students who receive educational services in inclusive classrooms and natural contexts. Data chats are conducted with students and teachers to create strong accountability and high expectations.
IEP meetings and manifestation meetings are conducted for each SWD.	Twyla Sanks, Grace Russo	2021-2022 School Year	Y	Weekly	School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. Data chats are conducted with students and teachers to create strong accountability and high expectations.

The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
There are clearly identified roles and responsibilities for key persons (e.g., ongoing communication, data analysis and progress monitoring of BPIE goals).	Twyla Sanks, Grace Russo	2021-2022 School Year	N	As Needed	Key persons are identified in various school documents, such as: • Staff rosters • Professional Learning Community (PLC) minutes • Team planning logs • Staff handbook • School website • Newsletters.
School Administration and counselors are responsible for overseeing implementation and maintenance PLC minutes and Staff rosters.	Twyla Sanks, Grace Russo	20210-2022 School Year	N	As Needed	Key persons are identified in various school documents, such as: • Staff rosters • Professional Learning Community (PLC) minutes • Team planning logs • Staff handbook • School website • Newsletters.
A key person is responsible for oversight and coordination of goals and action steps related to inclusive best practices.	Twyla Sanks, Grace Russo	2021-2022 School Year	N	As Needed	Key persons are identified in various school documents, such as: • Staff rosters • Professional Learning Community (PLC) minutes • Team planning logs • Staff handbook • School website • Newsletters.

School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and grade appropriate, heterogeneous, general education contexts 80% or more of the day.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All SWDs, including those with significant disabilities, are scheduled into general education classes 80% or more of the day.	Twyla Sanks, Grace Russo	2021-2022 School Year	Y	As Needed	All SWDs receive education in a general education regular class setting reflecting natural proportions and age-appropriate, heterogeneous groups in core academic and elective or special areas within the school community, as stated in s. 1003.574(F), F.S.
All teachers ensure that every student feels welcome and achieves to his or her potential in general education classes and other natural contexts.	Twyla Sanks, Grace Russo	2021-2022 School Year	Y	As Needed	SWDs are not assigned to classrooms based on their exceptionality or supplementary aids and services needed. SWDs are not assigned to classrooms based on a perceived lack of resources at the school.
All SWD's and ELL students are involved in tutoring interventions provided for reading and math.	Twyla Sanks, Grace Russo	2021-2022 School Year	Y	As Needed	Support services personnel have caseloads that allow for flexible scheduling of services to SWDs in general education classes and other settings. To the greatest extent possible, related services are scheduled and provided to SWDs in general education and natural contexts.

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Grade Level/Content Area PLCs	1, 2, 3, 4	August 16, 2021 - April 29, 2022 (Wednesdays)	Instructional Planning, Classroom Management, Student Engagement	PLC	10	Grace Russo
Restorative Practices Training	2	August 5-6, 2021	Classroom Management, Student Engagement and Conditions for Learning	School-wide	10	Grace Russo
School Safety Training	2	August 9, 2021	Classroom Management, Conditions for Learning, Student Engagement	School -wide	18	Grace Russo
Behavior Management and Level System	2	August 9, 2021	Conditions for Learning,	School-wide	18	Grace Russo