

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.



Journeys Academy

School Improvement Plan 2017-2018

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.

Supportive Environment

1. 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.
2. 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.
3. 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.
Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate on the SAC Board, (6) inviting families to attend meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events via call-out system, (9) and numerous other out-reach strategies developed by school staff. 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. In addition, faith-based leaders are invited to form relationships with our school. 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 with the ESSS department, 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 and faith-based groups are cultivated to assist with the refurbishing of school facilities and the provision of food/resources for families in need.

Moreover, 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.

4. 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 and school counselors 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, Youth Moves and FCA Mentoring students can receive individual, group, and crisis counseling as needed. In the event a student is in need of intensive support, outside referrals are completed for counseling and other related support services such as mentoring, case management, and parenting. Journeys is also increasing its dividend and volunteer base. These individuals provide chaperoning, one on one academic support, and enrichment activities for students. 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 anti-bullying stance and students, parents, and faculty are encouraged to report suspected instances to administration immediately. Students are provided an avenue for reporting, and substantiated cases are issued appropriate disciplinary sanctions. The Principal ensures that the Leadership Team 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. 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), finally a 4) Discipline Referral. Each school year, the Journeys Academy faculty receives 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.

Public and Collaborative Teaching

5. 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 (PLC) to look at data, discuss instructional best practices, analyze student work samples, 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 is delivery modes, methods and 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.

6. 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 esteemed 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. 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. Seminole County Public Schools hosted a teacher job fair in the Spring of 2017. The registration of this teacher job fair was over 500 candidates from all over the United States. Seminole County Public Schools offered contracts to over 250 participants who were "highly qualified" and certified.

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.

7. 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 follows 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 teacher to be accompanied by a 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 instructional 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.

8. List the members of the leadership team. Describe the roles and responsibilities of the team, including how they serve as instructional leaders and practice shared decision making.

Name	Role	Responsibility
Bevan, Kenny	Principal	Academic leader and manager of all school operations.
Isom, Kawanya	Assistant Principal	Assistant academic leader and manager of all school operations.
Sparrow, Hope	SAM	Student discipline and assistant manager of school operations.
Sanks, Twyla	Guidance Counselor	Scheduling, testing, group and individual student counseling.
Vickers, Tameria	Guidance Counselor	Scheduling, testing, group and individual student counseling.
Mandy, Sheila	Administrative Support	Student registration, confidential management of school information.

9. 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 the school is 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 funds are managed 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. The Assistant Principal oversees classroom instruction, the MTSS process and the problem solving team. The school counselors in both the middle and high school initiate the MTSS process for our identified students after recommendations have been made from accrued data from school staff. The principal, working with the members of SAC, meets regularly with staff members throughout the year to discuss progress monitoring data and review the implementation of the core changes need to be made. He also interacts with the school leadership team to make sure that thought processes from all sides are being considered.

PreK-12 Transition

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

In Seminole County students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an opportunity for parents to meet teacher before school starts and kindergarten teachers are available for individual conferences. Specifically at Journeys Academy, the counseling staff reviews the transcripts of incoming students to ensure completion of testing and course requirements specific to their graduation cohort. Attendance and grade reports for all rising ninth graders 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

11. 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. We review students' academic histories, on both the guidance and administrative level. From here we begin to help students plan their next steps for school and work. However, this year we are using EVERFI, a program that offers specific real-world education. EVERFI empowers teachers to bring critical skills education into their classrooms. With digital lessons focused on topics like financial literacy, entrepreneurship, STEM exploration, and health and wellness, EVERFI helps educators prepare students to be successful in the real-world.
12. Identify the career and technical education programs available to students
As a small alternative 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 for high school students there is coursework in job skills. Moreover, we now offer EVERFI courses, innovative and scalable digital learning that provides students the opportunity to practice real-world skills.
One of our main objectives is to help students acquire skills to obtain employment after the completion of high school. 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, we try to make sure that students have bridge math and science courses to ensure that they have skills to progress at the next level. Finally, we provide intensive math and reading coursework for students so that they have access to the information and skills needed to graduate and move to the

next level. Moreover, Journeys offers multiple virtual school options for credit retrieval and course acceleration. Journeys also provides a critical thinking course to all middle-school students which focuses on social and emotional needs, behavior modification, life skills and more.

Essential Instructional Priority #1: Administrators and teachers at Journeys Academy will implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA and Math.

- A. Ensure Rigorous Instruction – lessons aligned to Florida Standards; Webb’s/Marzano; (Ambitious Instruction)
- B. Focus on meaningful and purposeful feedback to support PLCs (Collaborative Teachers; Supportive Environment)
- C. Differentiated Instruction (Ambitious Instruction)

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	Target
ELA iReady Achievement Gains	70%
ELA Learning Gains	70%
Achieve 3000 Learning Gains	70%
Math iReady Achievement Gains	70%
Math Learning Gains	70%

Indicators	Target
9WK Common Assessment Gains	70%
5E Ambitious Instruction	25
5E Collaborative Teachers	47

Indicators	Target
Choose an item.	

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Utilize PLC’s	Isom, Kawanya	May 2018	Y	August 2017 weekly	Teams chosen and chairpersons have been selected
Review instructional strategies on lesson plans and during informal +classroom visits	Isom, Kawanya	May 2018	Y	August 2017 weekly	Comments on I-Observation after each informal classroom visit
Through professional development at Journeys, teachers learn how to understand and use data to guide instruction	Isom, Kawanya	May 2018	Y	August 2017 weekly	Each teacher is assigned and PLCs are actually meeting

Require agenda and minutes from each PLC meeting	Isom, Kawanya	May 2018	N	August 2017 one-time	Assistant Principal receives copy of agenda and minutes
Changes in instructional strategies should be evident in lesson plans and in actual instruction	Bevan, Kenny	May 2018	Y	September 2017 weekly	Evidence should be found in lesson plans and observed and recorded during walk-throughs
PLC's are required to turn in an agenda, roster, and discussion notes after each meeting	Isom, Kawanya	May 2018	N	September 2017 weekly	Actual copy of agenda, roster, and notes turned in to Assistant Principal
Contact Collaborations with teachers throughout the county participating in content area PLN's	Isom, Kawanya	May 2018	Y	September 2017 quarterly	Each Journeys teacher will be required to share resources and a synopsis of PLN with Peers.
Ensure that in-services are planned, registered, and then communicated to JA Staff	Bevan, Kenny	May 2018	N	September 2017 monthly	The in-services are enacted and appropriate PD paperwork is completed and filed.
Teachers will provide the Assistant Principal a record of each contact with colleague/peer.	Isom, Kawanya	May 2018	Y	September 2017 quarterly	Checklist kept by Assistant Principal.
The Journeys Academy Professional Development plan for the year includes a minimum of three Priorities that support school operations.	Isom, Kawanya	May 2018	N	September 2017 monthly	Written plan on Share Drive for access by all JA Staff
Professional Development opportunities will provide teachers with collaborative strategies.	Bevan, Kenny	May 2018	Y	October 2017 monthly	Teachers meet with collaboration teachers
Monitor improvement in student IReady and Achieve 3000 scores	Bevan, Kenny	May 2018	Y	October 2017 quarterly	Regular increases in IReady and Achieve 3000 scores
Look for change instructional strategies and activities in lesson plans and in actual instruction	Isom, Kawanya	May 2018	Y	October 2017 weekly	Conversations after walk-throughs will indicate what changes have been made

Improved assessment and high-stakes test scores	Bevan, Kenny	June 2018	N	October 2017 quarterly	Comparison of new versus previous test scores
Have teachers provide a short review of their visits of other classrooms and their take-aways from their observation	Isom, Kawanya	May 2018	N	November 2017 semiannually	Visit summaries provided to Assistant Principal

Middle School Essential Instructional Priorities

Essential Instructional Priority #2: Conditions for 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. Restorative Justice (RJ) is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, RJ shifts the focus of discipline from punishment to learning and from the individual to the community.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students (Supportive Environment)
- B. Developing a student centered culture
- C. Continued focus on campus safety and building a culture of respect (Supportive Environment)
- D. Collective Responsibility (Collaborative Teachers)

Indicators	Target
5E Supportive Environment	35
5E_SE_Safety	35
5E_SE_Academic Personalism	10
5E_SE_Student-Teacher Trust	21
5E_CT_Collective Responsibility	36

Indicators	Target
Choose an item.	

Indicators	Target
Choose an item.	

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Review of Environmental Data (attendance, referrals, suspensions, grades) on regular basis	Bevan, Kenny	May 2018	Y	August 2017 weekly	Agenda item for School Leadership Team meetings and then discussed

Weekly review of referrals, suspensions, fights, arrests, etc. that influence the school environment	Bevan, Kenny	May 2018	Y	August 2017 weekly	Weekly Environmental Report sent to Leadership Team and Executive Director
Quarterly reviews of the level and point systems	Sparrow, Hope	May 2018	Y	September 2017 quarterly	Agendas/minutes from the meetings notes with suggestions for change and improvement
Identify students who are not be successful at school for academic or behavioral reasons	Sparrow, Hope	May 2018	Y	September 2017 weekly	Queries of student attendance, academic, and behavioral data
Develop and maintain a "point system" approach to reinforce positive behaviors in the middle and high school	Sparrow, Hope	May 2018	N	September 2017 weekly	Successful implementation of the point system and increased student participation in the system
Implement a tiered, behavioral level system which focuses on recognition of positive behaviors instead of adverse behaviors	Sparrow, Hope	May 2018	Y	September 2017 biweekly	Successful tiered, level system
Quarterly review of the student referral process	Bevan, Kenny	May 2018	Y	October 2017 quarterly	Report made to School Leadership Team each nine weeks

Middle School Essential Instructional Priorities

Essential Instructional Priority #3: Skills for Future Ready Graduates - Administrators and Teachers at Journeys Academy will develop expectations for success in post-secondary education and careers for all students.

- A. Utilization of College Board/Khan resources to support future ready skill development of all students
- B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
- C. Developing expectations for success in college and careers for all students

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

Indicators	Target
Transition Success	98%
AO Recognition	2 events
Career and Intern Opportunities	At least one opportunity
Choose an item.	
Choose an item.	

Indicators	Target
Choose an item.	

Indicators	Target
Choose an item.	

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Survey parents to find out what information and access they need to be more effective parents to ensure future readiness of students	Vickers, Tameria	May 2018	N	August 2017 quarterly	Actual surveys and the responses
Have scheduled opportunities for students to be trained and motivated to stay focused on their academic progression	Vickers, Tameria	May 2018	Y	August 2017 semiannually	Plan for programs made available to parents once per semester
Plan and execute the information and access that parents/guardians deem important to the effective transition of their student	Bevan, Kenny	May 2018	N	August 2017 quarterly	Agendas for each program should reflect what was requested or noted in surveys

Using the call out system to inform parents of school events and to provide invitations to informative, pertinent meetings	Isom, Kawanya	May 2018	N	September 2017 monthly	The number of volunteers that are added to our list of Dividends each month
Changes in instructional and assessment strategies reflected in their lesson plans and in their career-readiness	Bevan, Kenny	May 2018	Y	October 2017 biweekly	Noted in lesson plans and seen during regular informal classroom visits
Improved assessment and high-stakes test scores towards the acquisition of Carnegie units	Bevan, Kenny	June 2018	Y	October 2017 quarterly	Comparison of new versus previous test scores
At intervals during the school year have students\parents update personal information	Mandy, Sheila	No End Date	N	No Start Date one-time	School secretary will collect student data forms and changes will be sent to school ATS

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	Person(s) Responsible
Therapeutic Interventions PD	1 & 2	Every Monday	Fostering and supporting positive relationships between teachers and students	All Teachers	Dr. Nieves
Content Area PLCs	1 & 3	Every Tuesday	Sharing of best practices, Discussion of student work and data, Implementation of the standards	All Teachers	Teacher Leaders

Grade Level PLC's & ESE Management	1	Every Thursday	Completion of forms pertaining to ESE students, Review of IEP's, Modifications and BIP's	All Teachers	Teacher Leaders
Informational Faculty Meetings	1	Every 1 st Wednesday	Review and tracking of school data, Dissemination of district mandates and policies	All Teachers	Principal or Assistant Principal
Behavior Management or Instructional PD	1, 2, & 3	Every 4 th Wednesday	Implementation of the Marzano Model, Strategies for instruction, Progressive Disciplinary strategies	All Teachers	Assistant Principal or SAM
Micro Credential Independent PD	1 & 2	Every 3 rd Wednesday	Classroom Management, Creating a Positive School Culture, and Positive Reinforcement	All Teachers	Bloom Board