

Miami-Dade County Public Schools

True North Classical Academy



2015-16 School Improvement Plan

True North Classical Academy

9393 SW 72ND ST, Miami, FL 33173

www.truenorthcharter.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	14%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	71%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA		Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

True North Classical Academy will achieve its vision through rigorous, content-rich curriculum grounded in the tradition of a classical liberal arts education. Through steadfast focus on scholarship, citizenship, and leadership in an environment that values and models intellectual and moral virtue, we are committed to empowering our students to reach their highest potential and sustain a lifelong love of learning.

Provide the school's vision statement

Our vision is as follows: The vision of True North Classical Academy is to unleash a thirst for knowledge within our students. True North students will become lifelong learners as their passions align to their purpose in the pursuit of the True, Good, and Beautiful.

School Environment

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

As a new school, we have made a conscious effort to place our school in a physical location that would draw students from diverse cultural backgrounds. Our actual student body demographics reflects such diversity. Integral to our overall school program is our Core Virtues program, which places emphasis on a different virtue for the month. For example, our first virtue for the month of the school year is respect. Each morning a story is read with the main focus being on respect. Students are taught to respect all people, which includes people from various cultural and ethnic backgrounds. Furthermore, various holidays are acknowledged which show respect for different cultures. Many of our faculty are bilingual (English and Spanish) which affords the parents the opportunity to converse in their native tongue (many being Spanish). Relationships are being built constantly between teachers and students and other members of our school community. Special events are planned, which helps create a family atmosphere at our school. For example, this past October 4th, we celebrated a Family Picnic/BBQ. This event gave our school a chance to build and grow in the relationships that have been established.

Additional events include the following: on October 22, we had our first parent-education event which included the founder of Mason Classical Academy. The speaker spoke on classical education, which is at the heart of our school's vision and mission. This event will become an annual event (along with other parent-education events that are in the process of being planned). Moreover, on November 6, we will have our first annual Battlefrog run. Battlefrog is an obstacle course that students will run to raise money for the school. On April 16, we will have our first spring Gala (live and silent auction), which will also become an annual event.

As mentioned above, True North takes pride in its Core Virtues program as a way of learning about students' cultures and building relationships between students and teachers. This morning "huddle" extends into the day and is felt in the hallways and classrooms. Teachers and administrators often eat with students during lunch and take the time to get to know them personally. Teachers and students spend much time together throughout the day, including spending time with students during carefully planned events as described, which naturally leads to a mutual understanding and respect for one another.

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

The safety of all students at True North is of first and utmost importance. Our campus is kept secure at all times: security cameras are in place to give us 360 degree visibility of campus grounds; doors are kept locked; all visitors must pass through our front office before given access to the school building. Fire drills and lockdown procedures are done on a regular basis and procedures are continually reviewed. Student discipline policies, including anti-bullying policies, are in place to ensure student comfort and safety at our school.

As stated above, respect is a virtue that is taught and taken seriously at our school. Each morning, we start our day with our Morning Assembly. During assembly, we do the Pledge of Allegiance, the Star Spangled Banner, and we read a story about a virtue. Reciting the Pledge and singing the Star Spangled Banner teach respect of country and flag. Moreover, the stories that we read touch upon the virtue of respect. After reading the story, we talk about how respect is being shown.

In addition, respect is shown by the way teachers treat each other and students. It is of utmost importance to me that each student feels and knows that he or she is respected and loved. This is often communicated through simple body language, and often through words and actions. A simple smile, hug, or encouraging words can make a child feel safe, secure, and respected. Students intuitively know when this is true. And this helps create a positively pervasive environment throughout the school.

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

Our school-wide rules/expectations are listed below. Teachers and students know these rules and expectations; moreover, they are posted in the hallways.

Most misbehaviors can be handled with simple verbal correction. For students who need more, or for more serious incidents, True North follows M-DCPS's code of conduct. In M-DCPS's code of conduct, there exists five levels of specific misbehaviors of increasing severity. Each level of misbehavior (level 1-5), in turn, correlates to a specific range of corrective strategies. In general, True North follows the following protocol when dealing with student misbehaviors: 1) behavioral notifications (students are allowed up to three behavior notifications before the next step is taken); 2) detention; 3) referral; 4) in-school suspension; and 5) out-of-school suspension.

Moreover, teachers have their own classroom procedures and rules in place, for dealing with student behavior, and enforce them accordingly. Teachers use different charts in which students "go up" or "go down" according to their respective behavior(s). In all things, however, instead of dealing in reactive way to student misbehavior. At True North, we believe in being proactive by teaching virtue. We are not trying to create students who simply avoid getting in trouble. We are trying to create virtuous citizens who will one day become leaders in our community. In order to effect leadership in our students, True North is explicit about teaching Covey's Leadership Principles as presented in the Leader in Me Program.

Our school-wide rules include the following:

Respect

1. Treat others and yourself with kindness and respect in our thoughts, words, and actions.
2. This is YOUR school! Be proud to keep it happy, respectful, and clean!
3. Be a good winner and a good loser.
4. Be honest at all times.
5. A POSITIVE life is a HAPPY life!

Manners

1. Greet others: "Good morning"; "Good afternoon" and their name, if you know it.
2. Use "Please," "Thank you," "Excuse me" at all times.
3. Hold the door for others behind you.

4. Ask others if they need your help.
 5. Always let others be first.
- In the Classroom/around School
1. Keep hands and feet to yourself.
 2. Listen and participate in class.
 3. Be silent in the hallways to respect other classes.
 4. Keep the bathrooms clean and neat.
 5. Clean up after yourself at lunch, recess, and class.
- For Life
1. Be your best and you will do your best!
 2. Accept that you will make mistakes.
 3. Stand up for what is the "right thing to do."
 4. Aim high: go "First Class"!
 5. Do your best, every day, and at all times!

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

In our efforts to ensure that the social-emotional needs of our students are being met, True North employs a Dean of Formation. The Dean of Formation's primary role is to support the success of True North's student body by providing for a safe and nurturing climate. The Dean of Formation acts as a mentor and guide for all students. This person also serves as the P.E. teacher and Athletic Coach, which gives the Dean the opportunity to relate to students on a level that is often considered more social (as compared to the regular, structured classroom). The majority of the time, the Dean is working in a preventative, formative role. If a situation arises that is outside the expertise of the Dean, the Miami-Dade Crisis Hotline is called for additional support. Moreover, teachers often serve as the first point of contact for ensuring that that students' social-emotional needs are being met. In addition, in the classroom, students are assigned to "class buddies." At lunch, students sit with their friends. At all times, True North makes every effort to meet the social-emotional needs of its student body.

Early Warning Systems

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

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

N/A.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		
Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system		

N/A.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

True North believes that communication between school and home is of vital importance to the overall success of its students. Our online SIS, RenWeb, allows for us to be in constant communication with parents. Through RenWeb, teachers are able to e-mail parents about any issue, or simply just to keep them informed. Teachers are required to update parents on a weekly basis via what's happening in the classroom. The Headmaster, as well, keeps parents informed on regular basis via RenWeb. Furthermore, RenWeb has a ParentsWeb feature, which allows parents to view school announcements, calendar items, order and pay for lunch, view students' grades, etc. Our school also has a Parents and Teachers Organization (PTO), which consists of highly involved parents. Our PTO meets on a regular basis, organizes events, and gets other parents involved on many levels. Some of the committees that make up our PTO include the following: 1) Fundraising; 2) Events; 3) Parent Education; 4) Teacher Appreciation. Since we are a brand new school, we are still working on establishing a culture of events. Some events in discussion and planned so far include our Family Picnic/BBQ, Halloween/Fall Festival, Fall and Spring Concerts, etc.

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

True North believes that establishing relationships with local communities is very important for the purposes of supporting the school and student achievement. Via our PTO, True North has already established events that require community support. For example, we will soon be hosting a Battle Frog event in which local communities will be asked to show support. In addition, we will be planning a silent and live auction, which will also require the support of the community. In addition, and as stated above, True North believes strongly in parent involvement, in general, which is vital for student and school success. As such, True North reaches out deliberately to both parents and the local community alike. This process takes shape with deliberate planning between school administration, teachers, and parent representatives (PTO). After discussing the needs of our students, True North reaches out to the community in pre-planned fundraising to secure necessary resources. Moreover, budgeted resources are also decided upon to help our students. Fortunately, with the help of our foundation, much of the resources needed have been provided to our school and its students. Constant communication between

said stakeholders provides us with the knowledge needed to reach out and help build our school. True North takes pride in building partnerships with parents and the community alike for the benefit of all.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Snyder, Marc	Principal
Finlay, Jeanine	Dean
Bileca, Allison	Teacher, K-12
Rivera, Jodie	Teacher, K-12
Roca, Betty	Teacher, K-12

Duties

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

The Headmaster's role is to oversee the day-to-day operations of True North and to ensure its success and the academic and moral success of its students. Integral to this is ensuring that all things that are done are in line with the school vision and mission and to ensure that the school's mission and vision is to be promulgated and advanced. Moreover, the Headmaster's role is to ensure that True North is in compliance with all statutory and contract requirements as determined by state law and contract agreement with MDCPS.

The Academic Dean's role is to help oversee all areas as they relate specifically to the academic life of the school. The Dean assists the Headmaster in planning and pacing curriculum, purchasing and keeping track of all curriculum, overseeing lesson plans and grading, ensuring standards are being taught and met in the classroom, and observing and meeting with teachers. In addition, the current teaches 4th-grade and has all of the responsibilities that a 4th-grade teacher has.

Integral to the school's leadership team is the work of the reading coach, gifted teacher, and testing coordinator. This a full-time position carried out by one teacher. The person in this position helps to oversee the reading placement of all of our students using our reading program - Reading Mastery. In addition, the person in this position works with the advanced 5th-grade students in a novel study course and teaches 4th-grade mathematics. This person also coordinates all testing and oversees and runs our gifted program

The remaining two people included as part of our school's leadership team are True North's lower elementary and upper elementary teacher leads. These teachers are both much experienced with a combined almost 40 years of teaching experience between the two of them. The lower (K-2) and upper (3-5) elementary teacher leads help oversee all areas of academics, teacher planning, and school-related issues pertinent to said divisions.

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

As a new school, True North is in the process of setting up procedures to identify and align resources in order to meet the needs of all students and maximize desired outcomes. So far, we have been able to perform diagnostic tests on students in reading and mathematics and place them at the appropriate instructional level. A process has already been put in place to monitor student performance in reading and mathematics and to move students as needed. Moreover, at the end of the semester, students can be retested and placed accordingly.

For students who have been identified as potentially needing educational-psychological services, the process is as follows: the teacher informs the Headmaster and Academic Dean; this information is then shared and discussed with the school's SST (Student Support Team); subsequently, the SST team sets up a meeting with the staff psychologist and parent(s). Follow up continues to happen between the SST, staff psychologist, and parents. Once testing is complete, a recommendation is then made to the parents regarding further steps that may or not be taken.

In regards to ESE, a procedure is in place to assist those with IEPs, 504s, and EPs. The Headmaster organizes with the ESE specialist teacher various strategies to assist those students in need.

Moreover, the Headmaster works with the Academic Dean and SST to ensure that all teachers are informed of the students in their classes that need accommodations (IEPs and 504s) and that such are given. The Headmaster also works with the gifted teacher and organizes specific strategies to assist the gifted students. Such strategies includes pull out from class and organizing curriculum.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marc Snyder	Principal
Jeanine Finlay	Teacher
Betty Roca	Teacher
Jodie Rivera	Teacher
Elizabeth Nodal	Parent
Megan Sirulnik	Parent
Marielys Llerena	Business/Community
Ana Fadhel	Education Support Employee
Jorge Finlay	Student
Teryliz Aguirre	Teacher
Milton Todd	Parent
Zulima Paulus-Rosenow	Parent

Duties

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

Evaluation of last year's school improvement plan

N/A.

Development of this school improvement plan

The SIP was developed by the Headmaster in collaboration with the SAC. After initial development of the SIP, the SIP was subsequently sent to members of the SAC for their input. After receiving input, the Headmaster made the suggested changes and resent the SIP out to members of the SAC for any

additional comments or feedback. Ultimately, the SIP was then voted on and approved by members of the SAC.

Preparation of the school's annual budget and plan

True North has advised SAC members of the annual school budget and monies given for the SIP.

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

N/A.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Duprey, Rhona	Teacher, ESE
Finlay, Jeanine	Dean
Jiminez, Ana	Teacher, K-12
Rivera, Jodie	Teacher, K-12
Snyder, Marc	Principal

Duties

Describe how the LLT promotes literacy within the school

Literacy is of utmost importance at True North. As a classical school, our curriculum is highly language-based. Much of our day is focused on curriculum where literacy is an integral part. We spend the first 90 minutes of our day in reading instruction. Every Friday, students have literature. Our literature program is Junior Great Books. This program requires students to be able to critically read and discuss great literature. In addition, students are required to read through novels in which these are also discussed. Novels consist of historical fiction and some non-historical fiction. The students read these books and have time to discuss as well. The students are given a list of books to read at home as self-directed novel studies.

Aside from reading and literature, students need to read through other parts of the curriculum (math, history, science, etc.) in order find success. In all angles of the daily life at True North, literacy is promoted and held in importance.

The promotion of literacy is a school-wide goal that is taken seriously by our school. Our LLT will meet once a month and focus discussion on different aspects of literacy and how to best promote literacy in our school. Ongoing professional development will be given to all teachers in both our reading program (Reading Mastery) and literature program (Junior Great Books). This will be important in enhancing best instructional practices for our students in the area of reading. Many of our students are already leveled according to reading levels. This is an important step in encouraging students to read by placing them in appropriate differentiated groups. The minimization of frustration and building up of fluency will encourage life-long readers.

Public and Collaborative Teaching

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

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

True North believes in encouraging positive working relationships between teachers. Teachers are instructed to plan together collaboratively as grade level partners and do so enthusiastically. This is facilitated via common planning periods. Grade-level teachers have at least one to two periods in which they can plan together. Moreover, teachers meet once a month as an upper (3-5) and lower (K-2) elementary school to discuss various school and student issues specific to their grade levels. In addition, we have weekly faculty meetings where we further discuss school-wide issues. During these meetings, faculty are encouraged to share best educational practices with each other. This professional learning community helps build up encourages what teachers are already doing in the classroom. In all things, a healthy and collaborative atmosphere built upon mutual respect is tangibly present in our school.

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

As a new school, True North has used various recruiting resources. Adds for teachers were placed in websites, including: teachers-teachers, Society for Classical Learning, Circe, and Hillsdale (to name a few). The Headmaster was able to identify and hire highly qualified and in-field, certified teachers. The Headmaster was also assisted by his Academic Dean in identifying and hiring great teachers. While all of our teachers are excellent, many of them are from public and charter schools and need to develop classical pedagogical skills. Moving forward, True North has established relationships with local and state classical schools (e.g., Hillsdale College) and will do much of its recruiting via such affiliation. In regards to retention, True North has designed and effectively implemented excellent professional development for all teachers. For example, the majority of our teachers took an online course from Hillsdale College titled: A Proper Understanding of K-12 Education: Theory and Practice. Moreover, our teachers received PD on our reading program (Reading Mastery), math program (Singapore,) literature program (Junior Great Books), etc. We had two weeks of intensive professional development to start the school year and have established our Professional Development liaison who will work on continuous professional development for all of our teachers.

For any teacher who is not certified in-field, True North has set up a support system to ensure that such teachers are able to successfully satisfy all requirements. Such a system consists in meeting with the Headmaster and Academic Dean to periodically check on requirements and making sure that they are fulfilled. For all certified in-field teachers, ongoing professional development helps to ensure that such teachers retain and keep their certification updated. As a commitment, True North works on recruiting and retaining the highest caliber of certified teachers. It is commitment it has made with the school community and it will continue to honor this commitment at all costs and sacrifices.

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

True North is now in the process of putting in place a formal, teacher mentoring program. The program will be headed up by a senior teacher and the requirements will be for new teachers, and new teachers to True North, to meet with the senior teacher once a month for ongoing professional development as it relates to the school and in general. Moreover, due to the fact that our school has two sections per grade (2 K, 2 1st, 2 2nd, 2 3rd, 1 4th and 1 5th), grade level teachers have taken on the role of mentors to each other. Whenever one teacher has a question about something, whether it is academic or operational, teachers feel free and comfortable to ask each other. All teachers are experienced teachers ranging from five to forty years of teaching experience. In addition, our Academic Dean makes herself available and is an excellent support, for all teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

True North has outsourced educational consultants to make sure all of our core instructional programs and materials are aligned to Florida standards. Starting on p. 295 of our charter application, which can be found on our school website, www.truenorthcharter.org/governance, one can find correlations that have been made between our reading program (Reading Mastery), our Math program (Singapore Math), our Science program (FOSS), and Florida standards.

Moreover, the school is in the process of utilizing its school leadership (SLT) team to evaluate Florida standards and to ensure that such standards are being taught in the classroom. The SLT will meet once a month to review standards and teacher lesson plans for standards compliance. The SLT will, in turn, communicate its findings to teachers during weekly faculty meetings and, in general, during grade level and school level meetings.

Instructional Strategies

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

All students at True North have been tested in both reading and mathematics to determine their reading and mathematics levels. Data was used from our reading placement test to level students according to their instructional level. For example, 2nd grade students who tested at a 4th-grade level were moved to a 4th-grade level reading group. Or vice versa, if a student in 3rd grade tested at a 2nd grade level, then that student was moved to a 2nd-grade level reading group. All of this leveling was made possible by having the same reading time across grade levels. And as such, differentiation is not needed in reading.

In math, data was used from placement tests to determine levels. Most students placed below grade level and were thus kept in their grade level, but given critical lessons from the grade below to fill gaps and get them up to grade level as quickly as possible. For our second grade group, we had one group place at grade level and another group place a grade level below subsequently needing critical lessons. Since our math instruction is at the same time across grade levels, we were able to split our second grade into two different groups based on their level.

In general, the school's leadership team (SLT) will look at any and all data, such as data results from district and/or statewide testing results, and analyze it for proper decision-making. After properly analyzing the data and using it to make such decisions (e.g., student placement, adjustments in curriculum, etc.), the SLT will continue to monitor for progress and results. For example, if data indicates sub-par student performance on 3rd-grade state-wide assessments in mathematics, the SLT will discuss possible differentiation in the class and targeting of weak students.

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

Strategy: Extended School Day

Minutes added to school year: 15,300

The school has employed an extended learning strategy to increase the amount and quality of learning time. The extended day is every Wednesday from 1:50-3:15.

Strategy Rationale

The rationale for such a strategy is increase the amount of time students have for direct instruction with the teacher.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Snyder, Marc, msnyder@truenorthcharter.org

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

Data that will be collected will take the form of pre-test/post-tests. With such a strategy, one can determine how student gaps are filled with regards to concepts not fully understood.

Student Transition and Readiness

PreK-12 Transition

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

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

As stated previously, True North uses baseline assessments testing in both reading and mathematics to determine where students are instructionally. Based on data, we are able to place students at the appropriate level in both subjects. This testing will be done at the beginning of each year to support incoming and outgoing cohorts, academically, as they transition from one level to another. In addition, summer reading assignments will be given, and summer-bridge activities recommended, to facilitate in the academic transition of students from one grade level to the next. Socially, we have a Meet-and-Greet the teacher where children are invited to meet their teacher and new classmates. We also had a Family BBQ and Picnic, which gave students the opportunity to socialize and get to know each other better in an event that happens outside of school. Many additional events, such as these will be planned through the course of the school year.

College and Career Readiness

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

N/A.

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

N/A.

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

N/A.

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

N/A.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Given the attached spreadsheet, one can see that a number of students tested both above and below grade level. In Kindergarten, almost 100% of our student population placed slightly above grade level (e.g., K, lesson 11); in 1st grade, it was almost a 50/50 split between students who placed above grade level (1, lesson 66) and students who placed below level (K, lesson 54 and 108); in 2nd grade, two students placed below at K.108, 5 students placed a half a grade level below, 9 students placed two grade levels above at a 4th-grade level, two students placed on grade level, and four students placed below (1.66); in third grade, 5 students placed two grade levels above in 5th-grade, 10 students placed one grade level above at a 4th-grade level, 10 students placed on grade level, 8 students placed one grade level below, and 3 students placed a grade and half below (1.66); in 4th-grade, 15 students placed on grade level, eight students placed one grade level above, one student placed one grade level below, and one student placed two grade levels below; finally, in 5th-grade, eight students placed above grade level, 4 students placed on grade level, and eight students placed one grade level below. Our problem, as indicated above, is that a number of our students are reading one to two grade levels below their actual grade level.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

As a new school, it is difficult to determine the exact reason why students are reading below grade level. The reason why would most likely be found by examining the students previous school's reading program, pedagogical approach. And even so, there are way too many variables to account for, or to allow for us to pinpoint the underlying cause.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By May 2016, True North's strategic goal for this SIP is to have all of it's students reading at, below, or above grade-level, as determined by our Reading Mastery SRA placement test, meet statewide proficiency levels in reading, as measured by the statewide FSA assessment test in reading.

Strategic Goals Detail

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

G1. By May 2016, True North's strategic goal for this SIP is to have all of it's students reading at, below, or above grade-level, as determined by our Reading Mastery SRA placement test, meet statewide proficiency levels in reading, as measured by the statewide FSA assessment test in reading. 1a

G073942

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Excellent ESE specialist.
- Excellent corrective reading program.
- Financial resources available to close gap.

Targeted Barriers to Achieving the Goal 3

- Students lack of targeting reading instruction and failure to consistently practice reading.

Plan to Monitor Progress Toward G1. 8

RM mastery tests and timed readings will be used to monitor progress towards our goal.

Person Responsible

Marc Snyder

Schedule

Biweekly, from 9/28/2015 to 6/1/2016

Evidence of Completion

Mastery tests and timed check outs; all students will pass tests; if not, remediation will be given

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. By May 2016, True North's strategic goal for this SIP is to have all of it's students reading at, below, or above grade-level, as determined by our Reading Mastery SRA placement test, meet statewide proficiency levels in reading, as measured by the statewide FSA assessment test in reading. **1**

 G073942

G1.B2 Students lack of targeting reading instruction and failure to consistently practice reading. **2**

 B193112

G1.B2.S1 Some of the strategies that can be used to eliminate deficiencies in reading background formation include the following: 1) use McGraw-Hill's Reading Mastery SRA as our school-wide, corrective reading program; 2) spend ninety minutes a day in leveled reading instruction; and 3) read at home for thirty minutes a night. **4**

 S204630

Strategy Rationale

Reading Mastery SRA has been around for many years, is research-based, and is proven to reduce/eliminate any gaps in reading. Moreover, grouping students according to their reading level will allow for us to meet students where they are, correct issues related to reading, and quickly bring students back up to level. In addition, having them read consistently for thirty minutes every night will make them stronger readers.

Action Step 1 **5**

Deliver ninety minutes of leveled reading instruction per academic school day and read for thirty minutes each school night.

Person Responsible

Marc Snyder

Schedule

Biweekly, from 9/28/2015 to 6/1/2016

Evidence of Completion

Documentation of Reading Mastery SRA's progress monitoring logs from each classroom teacher and reading logs from students.

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

Reading Mastery's SRA calendar of lessons and progress monitoring logs will be checked and monitored as well as individual reading logs from students.

Person Responsible

Marc Snyder

Schedule

Biweekly, from 9/28/2015 to 6/1/2016

Evidence of Completion

A record of all logs from all teachers will be kept on file.

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

Mastery tests and timed readings will be done as part of the progress monitoring system. Such results will be monitored and checked.

Person Responsible

Marc Snyder

Schedule

Biweekly, from 9/28/2015 to 6/1/2016

Evidence of Completion

Results of mastery tests and time readings.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Deliver ninety minutes of leveled reading instruction per academic school day and read for thirty minutes each school night.	Snyder, Marc	9/28/2015	Documentation of Reading Mastery SRA's progress monitoring logs from each classroom teacher and reading logs from students.	6/1/2016 biweekly
G1.MA1	RM mastery tests and timed readings will be used to monitor progress towards our goal.	Snyder, Marc	9/28/2015	Mastery tests and timed check outs; all students will pass tests; if not, remediation will be given	6/1/2016 biweekly
G1.B2.S1.MA1	Mastery tests and timed readings will be done as part of the progress monitoring system. Such results will be monitored and checked.	Snyder, Marc	9/28/2015	Results of mastery tests and time readings.	6/1/2016 biweekly
G1.B2.S1.MA1	Reading Mastery's SRA calendar of lessons and progress monitoring logs	Snyder, Marc	9/28/2015	A record of all logs from all teachers will be kept on file.	6/1/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will be checked and monitored as well as individual reading logs from students.				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By May 2016, True North's strategic goal for this SIP is to have all of its students reading at, below, or above grade-level, as determined by our Reading Mastery SRA placement test, meet statewide proficiency levels in reading, as measured by the statewide FSA assessment test in reading.

G1.B2 Students lack of targeting reading instruction and failure to consistently practice reading.

G1.B2.S1 Some of the strategies that can be used to eliminate deficiencies in reading background formation include the following: 1) use McGraw-Hill's Reading Mastery SRA as our school-wide, corrective reading program; 2) spend ninety minutes a day in leveled reading instruction; and 3) read at home for thirty minutes a night.

PD Opportunity 1

Deliver ninety minutes of leveled reading instruction per academic school day and read for thirty minutes each school night.

Facilitator

Lee Hemenway

Participants

Classroom Teachers

Schedule

Biweekly, from 9/28/2015 to 6/1/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B2.S1.A1	Deliver ninety minutes of leveled reading instruction per academic school day and read for thirty minutes each school night.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		239-Other	1000 - True North Classical Academy	School Improvement Funds		\$2,000.00
			<i>Notes: Reading Mastery Consultant</i>			
					Total:	\$2,000.00