

Levy Learning Academy



2014-15 School Improvement Plan

Levy Learning Academy

320 MONGO ST, Bronson, FL 32621

[no web address on file]

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Levy 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 or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of The Levy Learning Academy is to provide opportunities for academic learning and support behavioral improvement by providing students with the necessary skills to return to their home school. We believe choice, not chance, will determine success.

Provide the school's vision statement

Beliefs:

We believe students are responsible for their behavior and academic progress.

We believe a safe and structured environment promotes student learning.

We believe students learn in different ways and shall be provided with a variety of instructional approaches to support their learning.

We believe each student is a valued individual with unique physical, social and intellectual needs.

We believe students learn how to make appropriate decisions in a supportive and challenging environment.

We believe commitment to continuous improvement is essential for The Levy Learning Academy to succeed.

We believe parent / guardian support is important to the success of The Levy Learning Academy students.

School Environment

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

1. All students start their day with the full student body gathered at breakfast in the cafeteria with the Principal and the Administrative Assistant for 30 minutes where they eat and are also engaged in the morning motivational boost. There are whiteboards where student academic and behavior progress are posted and these are reviewed. Students are encouraged to work consistently to be on these boards in order to be eligible for reward activities.
2. Throughout the day, individual classrooms have brag boards for recognition of student achievement in behavior and academics.
3. Class sizes are smaller than what is generally found in a typical school setting, so students have the opportunity to work closely with the teachers in their direct instruction classes.
4. When not in a direct instruction class, students are in the labs working at self-paced, computer based curriculum in groups that are small enough for them to also work closely with the lab managers.
5. Students are provided group counseling with the School Guidance Counselor and mentoring time with the Principal, Administrative Assistant, as well as with teachers and paraprofessionals.
6. At the end of each school day, students return to the cafeteria where the day's data on behavior and academic progress are updated prior to students dismissal for the day.

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

1. On day one, all students participate in an assembly where the school expectations and discipline policy are reviewed.
2. All incoming students and their parents meet with the principal for an individual intake/enrollment

meeting where the school expectations and discipline policy are reviewed.

3. All staff is involved in strictly enforcing the school rules across the school setting consistently. This consistency is applied to major violations as well as those that might be considered minor rule violations. At The Levy Learning Academy, all rules are considered important.

4. Within individual classrooms, teachers work to provide a safe environment where students learn to interact with peers and teachers with respect and enables students to reach their potential. No bullying or harassment is tolerated.

5. Supervision is provided before, during and after school to ensure students' safety.

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

1. The School Board of Levy County Student Code of Conduct is adhered to in conjunction with our Behavior Point System. If a student receives OSS (Out of School Suspension) he or she is placed in the Behavior Point System and on a daily behavior point sheet upon returning to school. The student will remain on the daily point sheet minimally for the remainder of that semester, or possibly longer based on student response in managing self control of the behavior.

2. School rules are enforced by all staff members. When a student is experiencing difficulty with behavior, the staff member documents the problem behavior and begins providing interventions. If the student continues to exhibit inappropriate behavior after staff have provided two (2) interventions within one class period, the student is sent to In School Suspension (ISS) with work and a formal discipline referral is made. At that time, the Principal or Administrative Assistant determines the consequences based on the discipline procedures. This could also include a referral for intervention by the School Guidance Counselor.

3. Training on the school wide behavior system is provided to all staff during pre-planning by the Principal and the Administrative Assistant. Training and support are ongoing through the Faculty Focus Meetings.

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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

1. Students at Levy Learning Academy participate in group counseling, and on an as needed basis (or through their IEP services) may also participate in individual counseling services with the guidance counselor.

2. About one fourth of the student body actively participates in mentoring sessions on a regular basis.

3. On an individual as needed basis, students also receive mentoring support through the Principal, the Administrative Assistant, as well as from the School Resource Officer.

4. There are outside counselors who meet with students through either mental health services or various court appointed services.

5. There is a public nurse who meets regularly with teen parents to provide parenting education as well as to counsel the teen parents.

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

Our school is K-12 alternative school where we work with student issues in behavior as well as academics. We use classroom and school data from Performance Matters to monitor the Early Warning Indicators for students. As new students are enrolled, the guidance counselor does a

transcript review in order to determine placement needs for each individual student. Individual Educational Plans are also reviewed for any Students With Disabilities.

For regular monitoring of student progress, the principal meets with teachers in weekly data meetings to monitor student performance data. That data is used to determine needs for ongoing support which will be provided through strategies determined by the MTSS team and can include the following:

1. Monthly letters to parents with parent conferences that can be by phone or in person, documented through phone logs or the office sign in sheet.
2. Student meetings with the guidance counselor either monthly or bi-monthly as needed.
3. Flexible placement in the small direct instruction classrooms or computer labs to meet individual student needs.
4. Student conferences with the Principal or Administrative Assistant, (can include the classroom teacher or the lab manager) as a direct result of the principal's data meetings with the teachers and lab managers. This will be documented through the Principal's data chat log.

Indicators will be monitored utilizing Performance Matters and include the following:

* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

* Behavior issues -both isolated incidents and ongoing issues

* One or more suspensions, whether in school or out of school

Students who have been identified with the following academic issues by the guidance counselor are placed in direct instruction classes with class sizes of 15 or less:

* Course failure in English Language Arts or mathematics

* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Academic progress is monitored for both the self-paced, online curriculum and the direct instruction classrooms in the weekly data chats. Students can be moved from one format to the other if needed at the semester change.

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
	2	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	2	3	6	14	1	1	4	13	8	52	
One or more suspensions	0	0	2	2	9	0	0	3	0	0	16	
Course failure in ELA or Math	1	4	3	5	7	2	5	10	3	1	41	
Level 1 on statewide assessment	0	2	1	6	14	6	2	8	15	5	59	

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

Indicator	Grade Level										Total
	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	2	1	6	14	1	1	4	13	6	48	

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

1) Attendance is monitored by office personnel and students are tracked after they have missed 5 days of school. Those students are referred to the school guidance counselor. Parents will be notified by letter and phone call of ongoing attendance issues on a monthly basis. Our school is competency based and we are not allowed by district policy to tie attendance to school grades.

- 2) Students who have failed a course in ELA or Math are placed in the direct instruction classrooms where the student number is 15 or lower.
- 3) Students who have scored Level 1 on state assessments for ELA or Math are placed in direct instruction classrooms where student number is 15 or lower, and are also placed in Reading or Math intervention classes. This intervention could include the Read 180 Program or Moby Max, or for elementary students it could include i-ready curriculum or Reading Assistance.
- 4) Students with one or more suspensions (including ISS and OSS) are tracked through the principals monthly ISS and OSS log. The principal follows the district code of conduct when determining consequences for behavior. Prior to OSS, the following strategies are used as appropriate to the behaviors:
 - a) students receive interventions from the classroom teacher
 - b) ISS
 - c) Campus Work Detail
 - d) Counseling
 - e) Time out in office
- 5) Our school has implemented a school wide incentive program to encourage and reward students who show Attendance, Academic, and Behavioral Improvements. We have "Champion Boards" up in the cafeteria, where on a daily basis, the boards are updated. The Academic Champion Board recognizes students who are showing academic progress or course completions. The Behavior Champion board recognizes students who have had no discipline referrals and no attendance issues (no more than one excused absence in a week). On a weekly basis, students on the boards are rewarded with a milk shake. Bi-Weekly, they are rewarded with pizza. On a monthly basis, all champions receive a "Champion" T-Shirt, and from those monthly champions, the entire staff votes on a student of the month, who is recognized with their name on a plaque that is then placed on the public wall board of our champions.

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

1. Increase parent involvement in SAC through incentives for students to bring parents to SAC meetings.
2. Phone calls to parents for:
 - a. students not working at expected levels
 - b. good student achievement.
3. Mid- nine week progress reports and report cards at the end of each nine week period sent to parents to be signed and returned to school.
4. Each incoming student and his or her parent(s) meet with the principal or administrative assistant for intake and enrollment. During that time, all school policies and procedures are reviewed with the student and the family and any of their questions are answered. Families take a tour of the school and are also invited to join in participation of the School Advisory Council. (SAC)

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

At Levy Learning Academy, the Principal and staff members have made connections with members and organizations of the local community to acquire resources for supporting the school and student achievement.

We have the following partnerships:

- 1) Bronson Church of God- provides school with use of local facilities for reward activities (gym).
- 2) United Methodist Church - provides resources of food for our Back to School Open House and for items of student rewards.
- 3) American Legion Post 236 - provides back packs and school supplies
- 4) The Children's Table - provides food items to put in back packs for students in need of food on weekends.
- 5) Sandy's Consignment- provides clothing for the school clothing closet, as well as other items that a teen parent might need for setting up home with a child.
- 6) Am-vets - provides food items for reward days.
- 7) Individual Private Donors - provide personal hygiene products for homeless students and food items for reward days.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Webber, Dennis	Principal
Lowyns, Robert	Administrative Support
Foster, Sandra	Teacher, K-12
Moosmann, Barbara	Guidance Counselor
Brochetti, Greg	Teacher, K-12
Harris, Garry	Teacher, K-12
Joyner, John	Teacher, K-12
O'Brien, Kathleen	Teacher, K-12
Ortiz, Rachel	Teacher, K-12
Gruber, Susan	Teacher, ESE
O'Neill, Janice	Teacher, K-12
Walker, Kathy	Paraprofessional
Morales, Minerva	Paraprofessional
Godkin, Tonya	Paraprofessional
Lane, Dana	Paraprofessional
Cox, Karen	Paraprofessional
Bishop, Karli	Paraprofessional

Duties

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

The leadership team is fully responsible for the design and implementation of the MTSS process and the implementation of the SIP. The team will periodically review the SIP to ensure continuity with the goals outlined for the current school year. All members participate in the Faculty Focus meetings. The principal facilitates the meeting. Teachers and paraprofessionals bring student data generated from classrooms, curriculum reports, progress monitoring and assessments. The entire team discusses data and determines action plans for individual students regarding academic and behavior improvement. At each meeting, a member of the team is designated as a scribe for recording documentation of the plans. The Principal oversees the MTSS and ensures the fidelity of the system. The teachers implement interventions and monitor results. Teachers will bring data gathered from the interventions back to the team for feedback and possible referral for more interventions.

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

At Levy Learning Academy, our leadership team works to identify two student situations as part of our ongoing Multi-tiered System of Supports. The team works to identify the following:

1. Students not performing on a daily basis within the classroom
2. Students not performing on state and district assessments.

As a first step, teachers meet with the principal on a weekly basis to discuss classroom data. This data covers three areas: 1) attendance, 2) behavior, and 3) academic course progress.

From the data generated in these reports, students are selected to be discussed by the leadership team at the bimonthly MTSS meeting. Teachers will present information gathered from the student's academic history, assessment history, discipline history, ESE records where relevant, Cumulative records, observations and teacher anecdotal records to determine the area of concern for each student. Through discussion, the team will look for possible relevant causes for the issue, and determine what strategies for addressing this have been tried to date, along with the results of those strategies. The team will generate other possible interventions to address the area of concern and develop an action plan for implementing interventions needed through discussion and the use of intervention manuals for learning and behavior. The team will delineate a process for the interventions, determine which members have specific responsibility for implementation and monitoring of the interventions, set a duration for interventions, and set a time line for reconvening to review the results of the interventions. Students in an intervention or action plan will be addressed at future meetings for follow-up as indicated by this pre-determined timeline, as well as the student's response to the interventions.

Interventions which may be recommended could include the following: Individual conference to address motivation or behavior issues, placement in the direct instruction classrooms based on state standards and benchmarks and interim assessments, 1:1 learning with assistance from peer or teacher, and Individual contracting. The student could also be placed in the Intensive Reading program (using Read 180), Rosetta Stone Levels 1-5, or Intensive Math class. Other interventions may be implemented on an individual student basis by need.

Levy Learning Academy is a "Title I -Like" school and we receive Title I -Like funds. For Title X Homeless category, we have a district homeless liaison who coordinates available services for our students who are or become homeless. Our School also benefits from Title II through professional development provided for faculty and staff, and technology.

We have a number of different embedded programs and services available to our students. These include a School Resource Officer (SRO), who assists with our guidance counselor in violence prevention. The SRO builds positive relationships with students and is a resource for providing a safe environment for all students, faculty and staff. We have outside court appointed counselors who come

in to do anger management programs with students who are under court jurisdiction or probation. We work closely with the juvenile probation program to monitor and assist students. Students can also be referred to other outside mental health counselors who come in to provide individual counseling services to support students. Our entire school population participates in the free lunch program. The guidance counselor links students with Vocational Rehabilitation as needed for post secondary transition services. The guidance counselor also arranges for military recruiters to speak with those students who indicate interest in joining the military after high school. Students participate in community service.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dennis Webber	Principal
Robert Lowyns	Teacher
Barbara Moosmann	Teacher
Greg Brochetti	Teacher
Sandra Foster	Teacher
John Joyner	Teacher
Garry Harris	Teacher
Susan Gruber	Teacher
Janice O'Neill	Teacher
Kathy Walker	Education Support Employee
Tonya Godkin	Education Support Employee
Dana Lane	Education Support Employee
Karen Cox	Education Support Employee
Minerva Morales	Education Support Employee
Rachel Ortiz	Teacher
Jenny Mata	Student
Miriam Mata	Parent
Rene Mata	Parent
Trel Darden	Student
Tonya Darden	Parent
Brianna Collins	Student
Jennifer Collins	Parent
Danny Collins	Parent
Traci Lambrecht	Student
Kari Michael	Parent
Karli Bishop	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

At each meeting of the SAC, the progress towards meeting the school improvement plan goal was reviewed. Learning gains were on target to meet the goal at the mid-year reflection, and the end of the school year data showed that the school did meet the goal of reducing the number of students being retained from 72% down to 57%

Development of this school improvement plan

The school based SAC members were involved in planning and problem solving strategy sessions during the first six weeks of school. The full SAC will be involved in the ongoing planning and monitoring of activities to support this school improvement plan over the course of the school year. The student SAC members will have regular meetings to discuss issues of relevance for the students and then share the information from their meetings with the full SAC. The SAC membership will focus on providing additional support for students in need both academically as well as in other factors for at-risk issues identified.

Preparation of the school's annual budget and plan

The school's annual budget is determined through the district. For needs identified, a plan can be written to apply for funding through the following sources:

- 1) Title Like Funds
- 2) School House Budget Line 1908
- 3) ESE Department provides funding through IDEA Part B
- 4) SEDNET Discretionary Project
- 5) In house fund raising.

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

There are no School Improvement Funds currently available for Levy Learning Academy.

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

No

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

- 1) Teachers recruit during Open House
- 2) Teachers and administrators will continue to recruit parents during conferences.
- 3) Teachers and administrators will recruit students to participate in SAC
- 4) All SAC members are encouraged to recruit other parents and members of the community not otherwise already connected to Levy Learning Academy.
- 5) Monthly SAC meetings will be scheduled for the school year and included in the school calendar.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Webber, Dennis	Principal
Lowyns, Robert	Administrative Support
Brochetti, Greg	Teacher, K-12
Ortiz, Rachel	Teacher, K-12
Gruber, Susan	Teacher, ESE
Moosmann, Barbara	Guidance Counselor
Foster, Sandra	Teacher, K-12
Harris, Garry	Teacher, K-12
Joyner, John	Teacher, K-12
O'Brien, Kathleen	Teacher, K-12
O'Neill, Janice	Teacher, K-12
Lane, Dana	Paraprofessional
Morales, Minerva	Paraprofessional
Cox, Karen	Paraprofessional
Walker, Kathy	Paraprofessional
Godkin, Tonya	Paraprofessional
Bishop, Karli	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team at Levy Learning Academy will focus on Improving student achievement levels by tracking progress in all subject areas on a bi-monthly basis and creating action plans to address the needs of individual students. The team uses strategies for collaborative planning, team-teaching, small group learning sessions, and one on one reteaching/remediation sessions as interventions to increase literacy as measured by the district progress monitoring and state assessments. Students in classrooms across the curriculum will participate in weekly writing activities.

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

Here at the Levy Learning Academy, the leadership, MTSS, and Literacy teams include all teachers and staff members. All participants have a voice and are a part of the collaborative planning and steering of the school. All teachers and lab managers have the first hour of the workday without students for planning purposes. During this time, the teams are able to meet as a whole group once a week for faculty focus and are also free to meet in small groups for grade level / subject area focus or for student focus needs.

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

Our school district provides for supplemental pay for staff at the Levy Learning Academy. Our school uses a blended model for curriculum that includes self paced, computer based curriculum as well as core curriculum delivered through direct instruction classes. This places a broad spectrum of demands on a very small faculty and staff for expertise in dealing with multiple subjects and grade levels of academics in classrooms as well as behavior issues in a setting where nearly all the students are placed due to behavior.

Our school also has the further involution of an on-line curriculum that is complex in implementation and requires a considerable amount training and experience for effective use and monitoring.

The Principal has taken the perspective that due to the complex nature of our school and its subsequent demands on faculty and staff, it is more effective to retain experienced, highly qualified teachers rather than to recruit new teachers. In light of that, retention efforts have been in the following areas:

1. Regular and timely faculty meetings to provide support, training, and feedback for faculty, staff and administrators
2. Regular Targeted meetings with specific faculty groups
3. Frequent specific recognition and praise of faculty and staff for efforts.
4. Team Building Activities for developing group support and morale.
5. Guest speakers for faculty and staff inspiration and motivation.
6. Consistent and timely follow through and support for teachers with regards to student discipline.
7. Develop a family support atmosphere for faculty and staff through breakfasts and luncheons.

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

There are no first year teachers here at the Levy Learning Academy this school year and no teachers paired for the supervised teaching and mentoring program. There are informal pairings for mentoring that include:

- 1) Classroom teachers paired with paraprofessionals who are lab managers for purposes of academic and managerial support.
- 2) Pairings of previous year's school testing coordinator with the current year's testing coordinator for purposes of transferring the knowledge and expertise required for the responsibilities of the position.

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

- 1) Teachers for the core curriculum courses participated in district level curriculum mapping for the Florida Common Core Standards and continue with ongoing professional development in the implementation of instruction.
- 2) Teachers follow the curriculum maps approved by the district in planning and implementing instruction.
- 3) Course materials utilized have been selected through the district office to be aligned with the Florida Common Core Standards.

Instructional Strategies

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

Levy Learning Academy offers a blended model of curriculum delivery to students. We provide curriculum through a self-paced, computer based model, as well as through direct instruction for core curriculum in classes of 15 or fewer students. At the beginning of the school year, records and data on all returning students was reviewed by the guidance counselor to determine whether the student should be placed in the computer curriculum, the direct instruction classroom, or in a mixed schedule utilizing both formats. Both settings provide for individual students' needs through the accommodations from IEPs or 504 plans. Students may need extra time to complete a task, to have close proximity to a teacher, or to have an oral presentation of material. At times, they may need individual assistance to comprehend material or directions. Assistive Technology accommodations are considered and provided if needed. All teachers and lab managers have access to IEPs and 504 plans for the students they serve. In the event that a student not on a plan requires some assistance, accommodations for assisting them are also provided.

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 Year

Minutes added to school year: 3,240

School provides three weeks of extended school year through the self-paced, computer based curriculum.

Strategy Rationale

This time is allowed for students who need to complete course work in order to graduate or to complete work in order to be promoted to the next grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Webber, Dennis, webberd@levy.k12.fl.us

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

Course completions for students.
Attendance Data

Student Transition and Readiness

PreK-12 Transition

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

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

The Levy Learning Academy is an alternative school and as such, we get incoming and outgoing students throughout the school year as the school board directs them in the process of expulsion from their home school or as an IEP team determines a change of placement through a manifestation determination. Students and their parents first come in for an enrollment meeting where they meet with the principal and the school rules and expectations are reviewed. At that time, they take a tour of the school and the guidance counselor does a records review in order to determine course needs and classroom placement. As students complete the requirements to be returned to their home school,

the team meets to review their academic and behavior progress and make the determination they are eligible to return. The student will then meet with the principal or guidance counselor to discuss the recommendations of the team and be informed of the next steps needed. Those students being recommended for return then fall into two categories. Those who came here under expulsion must once again go before the school board for final approval to return to their home school. For those who came here through the IEP process of the manifestation determination, an IEP meeting is scheduled that includes the student, parents, team member from this school and at least one person to represent the home school. For grade level transitions within our school, students can transfer from the middle school lab to the high school lab when they have completed their 8th grade course work.

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

Students are counseled by the guidance counselor, who does an individual credit audit from each student's transcript.

Students have input on the order to complete their individual coursework.

Students are referred to Vocational Rehabilitation Counselor

Students participate in Interest Inventories, and Future Planning Inventories

Students participate in Transition Fair or other Transition activities provided by ESE Department

Students participate in college and job corp visits provided by the ESE/Student Services Department

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

There are currently no technical education programs or industry certifications available at Levy Learning Academy.

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

Math and science teachers provide real life experiences to promote awareness of the use of these subjects in daily life and careers.

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

- 1) Students are placed in the Reading and Math Interventions classes
- 2) Students are placed in a PERT practice program.

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** If we successfully implement the blended instructional delivery model using a combination of an on-line curriculum and direct instruction for the core curriculum of Language Arts, Math, and Science, we will increase the student engagement and academic achievement, causing the promotion rate to increase from 43% to 60% for Levy Learning Academy.

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. If we successfully implement the blended instructional delivery model using a combination of an on-line curriculum and direct instruction for the core curriculum of Language Arts, Math, and Science, we will increase the student engagement and academic achievement, causing the promotion rate to increase from 43% to 60% for Levy Learning Academy. 1a

 G040120

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	20.0

Resources Available to Support the Goal 2

- PLATO and Study Island Curriculum
- Data Chats - weekly student progress review
- MTSS Meeting- bimonthly team meeting to problem solve and determine interventions. and follow-up
- Student Tracking Sheets/ Software Reports
- Spring Board
- Read 180
- Reading Assistance
- Star Reading and Math Assessment
- Moby Max

Targeted Barriers to Achieving the Goal 3

- Students are not progressing well academically. Students are not consistently completing courses in the on-line competency based curriculum. 53% of our population has 2 or more early warning indicators, with 22% having 3 or more indicators. 66% (59 students) of our population has a Level 1 score on the state assessment, with 32% (29 students) of the population having a score of level 1 in both reading and math.
- The MTSS process used has not provided enough time for information sharing and effective follow-up of strategies implemented on behalf of students who are struggling with academics or behavior.

Plan to Monitor Progress Toward G1. 8

Data will be collected specifically on those students on the list of multiple early warning indicators. This list will be updated on a monthly basis
Teachers and lab managers will monitor student academic progress, behavior, and attendance. Assessment data will be monitored for student progress.

Person Responsible

Sandra Foster

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

1) Data will be collected from the MTSS meetings on response to intervention and academic progress. 2) Data will be collected from the progress monitoring assessments through Performance Matters. 3) Data will be collected from Skyward for attendance 4) Data will be collected from the course completion spreadsheet for monitoring academic progress 5) Mid Year and End of Year data on early warning indicators will be compared with the school roster verification data. 6) Promotion data will be collected from Skyward for students who are promoted mid-year and at the end of the school year.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we successfully implement the blended instructional delivery model using a combination of an on-line curriculum and direct instruction for the core curriculum of Language Arts, Math, and Science, we will increase the student engagement and academic achievement, causing the promotion rate to increase from 43% to 60% for Levy Learning Academy. 1

G040120

G1.B1 Students are not progressing well academically. Students are not consistently completing courses in the on-line competency based curriculum. 53% of our population has 2 or more early warning indicators, with 22% having 3 or more indicators. 66% (59 students) of our population has a Level 1 score on the state assessment, with 32% (29 students) of the population having a score of level 1 in both reading and math. 2

B122356

G1.B1.S1 The Levy Learning Academy will transition from using a totally self-paced, computer based curriculum to a blended model using the computer based curriculum for some courses, but direct instruction in classes of 15 students or less for the core curriculum courses. 4

S135174

Strategy Rationale

The computer based curriculum alone was not adequate for meeting the individual needs of students. Our students scoring level 1 in reading and math needed more academic support and the guiding influence from the teacher that is provided in the direct instruction classroom.

Action Step 1 5

Students who score Level 1 on state assessments for reading or math will be directed into direct instruction classes for ELA and Math.

Person Responsible

Barbara Moosmann

Schedule

On 6/5/2015

Evidence of Completion

The guidance counselor will do a transcript review on each student as he or she enrolls in school to determine the course placement needs, deciding whether the student needs to be placed in the computer based curriculum or into a small, direct instruction classroom.

Action Step 2 5

Students with a score of Level 1 or Level 2 on state assessments will be placed into the direct instruction reading or math intervention classes.

Person Responsible

Barbara Moosmann

Schedule

On 6/5/2015

Evidence of Completion

1) The guidance counselor will do a transcript review on each student as he or she enrolls in school to determine the need for reading or math intervention. 2) Course rosters will document student participation in the intervention courses.

Action Step 3 5

The school will work to involve families in the planning and implementation of efforts to increase student success.

Person Responsible

Dana Lane

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

1) The school will produce a monthly events calender and newsletter produced by teachers and students to keep parents informed of the positive environment and events transpiring at school. 2) The monthly newsletter will include a parent comment section for parents to return with their comments and suggestions for the school. 3) Staff will continue to actively recruit parents to participate in the SAC 4) Parents will be invited to attend when motivational guest speakers are scheduled to make a presentation to the students.

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

The principal will monitor the implementation of the blended curriculum delivery through observations, classroom walk throughs, Data Chats, and the MTSS team meetings.

Person Responsible

Dennis Webber

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

1) Classroom walk through reports. 2) Anecdotal records of observations. 3) Data Reports from the data chat 4) Agendas from the MTSS team meetings.

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

Monitoring of placement in computer curriculum or direct instruction will be through transcript review and student schedules.

Person Responsible

Barbara Moosmann

Schedule

On 6/5/2015

Evidence of Completion

Transcript reviews and student schedules.

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

Monitoring of the collaborative and supportive interaction between teachers and paraprofessional lab managers will be done by the principal through the walk throughs, data chats, and MTSS team meetings

Person Responsible

Dennis Webber

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

1) Teachers and lab managers will jointly produce progress reports. 2) Classroom Walk-Throughs 3) Data reports from data chats. 4) Notes from MTSS team meetings

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

Monitoring of the family involvement will take place through the returned responses from the monthly newsletters, and the parent participation in the SAC.

Person Responsible

Kathy Walker

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

1) Monthly Calendar and Newsletter 2) Parent responses to the newsletter 3) SAC sign in sheet, agendas, and minutes from the meetings.

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

The MTSS team will monitor the effectiveness of the implementation of this strategy through monitoring of the data of student academic progress, behavior progress, and attendance.

Person Responsible

Dennis Webber

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

1) Course completion spreadsheet will document the number of computer based courses students complete 2) Student data provided in the data chats and for the MTSS team meetings will be used to determine effectiveness of the implementation of the direct instruction class placements.

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

Direct Instruction of the core curriculum in classes of 15 students or less will be monitored by the principal through observations done during classroom walk-through, teacher reports of student progress in data chats, and the MTSS team meetings

Person Responsible

Dennis Webber

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

1) Classroom walk-through reports 2) Data reports from the data chats 3) MTSS team meeting notes.

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

The Monthly calendar and newsletter will be a compilation of information from each classroom that could be produced by the teacher or the students of each class and will be monitored through the actual production of the newsletter.

Person Responsible

Dennis Webber


Schedule

Monthly, from 10/1/2014 to 5/15/2015


Evidence of Completion

1) Each class will provide a short description of the events and progress in the classroom or lab- this could include completions, recognition of top performers, student of the month, etc
2) Calendar will contain any school-wide events, including such as: reward days, guest speakers, testing etc. 3) Any parent responses returned will be shared with the faculty at the Faculty Focus meetings.

G1.B2 The MTSS process used has not provided enough time for information sharing and effective follow-up of strategies implemented on behalf of students who are struggling with academics or behavior. 2

 B123178

G1.B2.S1 The Levy Learning Academy will develop and implement an MTSS team plan that will provide for better monitoring of student progress and implementation of intervention strategies. The team will follow-up on results of interventions as they are implemented for individual students or groups of students to provide ongoing support for students as needed. 4

 S135249

Strategy Rationale

The MTSS process as it was used last year did not provide for ongoing monitoring of the implementation and effectiveness of interventions and needs to be modified to meet the needs for multiple members of grade and subject area teams that are a result of the change to the blended model of curriculum delivery for the current school year.

Action Step 1 5

The Levy Learning Academy will have an MTSS primary team consisting of the Guidance Counselor, the Principal, and the Administrative Assistant. There will be a secondary membership consisting of the grade level teams of teachers. The primary team will meet in separate meetings with the teams from each grade level. The teams will be designated as: from east side: 1) elementary, 2) middle school, 3) high school, and 4) west side meet as one group. The teams will meet once a month, (unless further follow-up is needed) on the early release days for 1 hour scheduled to begin after students have been dismissed from campus. In the months where there are two early release days, two teams will alternate meeting for each day. For those months with only one early release day or no early release days, the teams will use one of the morning sessions before school as needed.

Person Responsible

Barbara Moosmann

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Evidence will be agendas and notes from the monthly team meetings.

Action Step 2 5

- 1) Teachers and lab managers will bring data on attendance, behavior, and academic progress to each meeting in order for the team to identify problem issues for individual students or groups of students.
- 2) As problems are identified, the group will determine strategies to be implemented for intervention of the problems and how those strategies will be implemented across all needed areas of the school environment.
- 3) A process for monitoring the effectiveness of the strategies implemented will be determined, with stakeholders being designated for collection of data.
- 4) A timeline for the implementation and review of the response to the intervention will be designated.
- 5) The team will review the data generated through the intervention and make changes or recommendations for ongoing student support.

Person Responsible

Barbara Moosmann

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

- 1) Agendas and notes from the team meetings
- 2) Intervention models and strategies designated for individual students or groups of students.
- 3) Data collected on the response to the intervention.
- 4) Notes for ongoing reviews of the strategies over time.

Action Step 3 5

- 1) The Levy Learning Academy will use a Math team to provide support for the implementation of the Florida Standards and Mathematical Practices consisting of all teachers who provide math curriculum to students in the direct instruction classrooms.
- 2) The math team will meet one time per month on the early release days.

Person Responsible

Sandra Foster

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

- 1) Agenda for the team meeting.
- 2) Notes from the team meeting.

Action Step 4 **5**

- 1) The Levy Learning Academy will use an ELA team to provide support for the implementation of the Florida Standards consisting of all teachers who provide ELA or Reading curriculum to students in the direct instruction classrooms.
- 2) The ELA team will meet one time per month on the early release days.

Person Responsible

Greg Brochetti

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

- 1) Agenda for the team meeting.
- 2) Notes from the team meeting.

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

Team meetings are part of the Continuous Improvement Model (CIM) and participants will sign in to receive Professional Development points.

The team leader will provide an agenda all participants and the principal.

A copy of the meeting notes will be provided to all participants and the principal.

The principal will periodically do a walk-through in team meetings.

Person Responsible

Dennis Webber

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

- 1) Sign in sheets for the team meetings
- 2) Agenda
- 3) meeting notes
- 4) principal observation, anecdotal, or walk through notes.

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

Team members provide a brief reflection on the topics covered in the meeting and their plan for how the topics will be implemented as an exit ticket for professional development.

Person Responsible

Dennis Webber

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

exit ticket of teacher reflection.

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

Review data of individual and group student progress over time with implementation of the individual or group intervention strategies.

Person Responsible

Dennis Webber

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

1) Improvement of student academic progress 2) Reduction of attendance issues 3) Reduction of behavior issues

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students who score Level 1 on state assessments for reading or math will be directed into direct instruction classes for ELA and Math.	Moosmann, Barbara	8/18/2014	The guidance counselor will do a transcript review on each student as he or she enrolls in school to determine the course placement needs, deciding whether the student needs to be placed in the computer based curriculum or into a small, direct instruction classroom.	6/5/2015 one-time
G1.B2.S1.A1	The Levy Learning Academy will have an MTSS primary team consisting of the Guidance Counselor, the Principal, and the Administrative Assistant. There will be a secondary membership consisting of the grade level teams of teachers. The primary team will meet in separate meetings with the teams from each	Moosmann, Barbara	10/1/2014	Evidence will be agendas and notes from the monthly team meetings.	6/5/2015 monthly

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Levy Learning Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	grade level. The teams will be designated as: from east side: 1) elementary, 2) middle school, 3) high school, and 4) west side meet as one group. The teams will meet once a month, (unless further follow-up is needed) on the early release days for 1 hour scheduled to begin after students have been dismissed from campus. In the months where there are two early release days, two teams will alternate meeting for each day. For those months with only one early release day or no early release days, the teams will use one of the morning sessions before school as needed.				
G1.B1.S1.A2	Students with a score of Level 1 or Level 2 on state assessments will be placed into the direct instruction reading or math intervention classes.	Moosmann, Barbara	8/18/2014	1) The guidance counselor will do a transcript review on each student as he or she enrolls in school to determine the need for reading or math intervention. 2) Course rosters will document student participation in the intervention courses.	6/5/2015 one-time
G1.B2.S1.A2	1) Teachers and lab managers will bring data on attendance, behavior, and academic progress to each meeting in order for the team to identify problem issues for individual students or groups of students. 2) As problems are identified, the group will determine strategies to be implemented for intervention of the problems and how those strategies will be implemented across all needed areas of the school environment. 3) A process for monitoring the effectiveness of the strategies implemented will be determined, with stakeholders being designated for collection of data. 4) A timeline for the implementation and review of the response to the intervention will be designated. 5) The team will review the data generated through the intervention and make changes or recommendations for ongoing student support.	Moosmann, Barbara	10/1/2014	1) Agendas and notes from the team meetings 2) Intervention models and strategies designated for individual students or groups of students. 3) Data collected on the response to the intervention. 4) Notes for ongoing reviews of the strategies over time.	6/5/2015 monthly
G1.B1.S1.A3	The school will work to involve families in the planning and implementation of efforts to increase student success.	Lane, Dana	8/18/2014	1) The school will produce a monthly events calendar and newsletter produced by teachers and students to keep parents informed of the positive environment and events transpiring at school. 2) The monthly newsletter will include a parent comment section for parents to return with their comments and suggestions for the school. 3) Staff will continue to actively recruit parents to participate in the SAC 4) Parents will be invited to attend when motivational guest speakers are scheduled to make a presentation to the students.	6/5/2015 monthly
G1.B2.S1.A3	1) The Levy Learning Academy will use a Math team to provide support for the implementation of the Florida Standards and Mathematical Practices consisting of all teachers who provide math curriculum to students in the direct instruction classrooms. 2) The math	Foster, Sandra	10/1/2014	1) Agenda for the team meeting. 2) Notes from the team meeting.	6/5/2015 monthly

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Levy Learning Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	team will meet one time per month on the early release days.				
G1.B2.S1.A4	1) The Levy Learning Academy will use an ELA team to provide support for the implementation of the Florida Standards consisting of all teachers who provide ELA or Reading curriculum to students in the direct instruction classrooms. 2) The ELA team will meet one time per month on the early release days.	Brochetti, Greg	10/1/2014	1) Agenda for the team meeting. 2) Notes from the team meeting.	6/5/2015 monthly
G1.MA1	Data will be collected specifically on those students on the list of multiple early warning indicators. This list will be updated on a monthly basis Teachers and lab managers will monitor student academic progress, behavior, and attendance. Assessment data will be monitored for student progress.	Foster, Sandra	10/1/2014	1) Data will be collected from the MTSS meetings on response to intervention and academic progress. 2) Data will be collected from the progress monitoring assessments through Performance Matters. 3) Data will be collected from Skyward for attendance 4) Data will be collected from the course completion spreadsheet for monitoring academic progress 5) Mid Year and End of Year data on early warning indicators will be compared with the school roster verification data. 6) Promotion data will be collected from Skyward for students who are promoted mid-year and at the end of the school year.	6/5/2015 quarterly
G1.B1.S1.MA1	The MTSS team will monitor the effectiveness of the implementation of this strategy through monitoring of the data of student academic progress, behavior progress, and attendance.	Webber, Dennis	8/18/2014	1) Course completion spreadsheet will document the number of computer based courses students complete 2) Student data provided in the data chats and for the MTSS team meetings will be used to determine effectiveness of the implementation of the direct instruction class placements.	6/5/2015 biweekly
G1.B1.S1.MA6	Direct Instruction of the core curriculum in classes of 15 students or less will be monitored by the principal through observations done during classroom walk-through, teacher reports of student progress in data chats, and the MTSS team meetings	Webber, Dennis	8/18/2014	1) Classroom walk-through reports 2) Data reports from the data chats 3) MTSS team meeting notes.	6/5/2015 weekly
G1.B1.S1.MA7	The Monthly calendar and newsletter will be a compilation of information from each classroom that could be produced by the teacher or the students of each class and will be monitored through the actual production of the newsletter.	Webber, Dennis	10/1/2014	1) Each class will provide a short description of the events and progress in the classroom or lab- this could include completions, recognition of top performers, student of the month, etc 2) Calendar will contain any school-wide events, including such as: reward days, guest speakers, testing etc. 3) Any parent responses returned will be shared with the faculty at the Faculty Focus meetings.	5/15/2015 monthly
G1.B1.S1.MA1	The principal will monitor the implementation of the blended curriculum delivery through observations, classroom walk throughs, Data Chats, and the MTSS team meetings.	Webber, Dennis	8/18/2014	1) Classroom walk through reports. 2) Anecdotal records of observations. 3) Data Reports from the data chat 4) Agendas from the MTSS team meetings.	6/5/2015 weekly
G1.B1.S1.MA2	Monitoring of placement in computer curriculum or direct instruction will be through transcript review and student schedules.	Moosmann, Barbara	8/18/2014	Transcript reviews and student schedules.	6/5/2015 one-time
G1.B1.S1.MA3	Monitoring of the collaborative and supportive interaction between teachers	Webber, Dennis	8/18/2014	1) Teachers and lab managers will jointly produce progress reports. 2)	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and paraprofessional lab managers will be done by the principal through the walk throughs, data chats, and MTSS team meetings			Classroom Walk-Throughs 3) Data reports from data chats. 4) Notes from MTSS team meetings	
G1.B1.S1.MA5	Monitoring of the family involvement will take place through the returned responses from the monthly newsletters, and the parent participation in the SAC.	Walker, Kathy	8/18/2014	1) Monthly Calendar and Newsletter 2) Parent responses to the newsletter 3) SAC sign in sheet, agendas, and minutes from the meetings.	6/5/2015 monthly
G1.B2.S1.MA1	Team members provide a brief reflection on the topics covered in the meeting and their plan for how the topics will be implemented as an exit ticket for professional development.	Webber, Dennis	10/1/2014	exit ticket of teacher reflection.	6/5/2015 monthly
G1.B2.S1.MA3	Review data of individual and group student progress over time with implementation of the individual or group intervention strategies.	Webber, Dennis	10/1/2014	1) Improvement of student academic progress 2) Reduction of attendance issues 3) Reduction of behavior issues	6/5/2015 monthly
G1.B2.S1.MA1	Team meetings are part of the Continuous Improvement Model (CIM) and participants will sign in to receive Professional Development points. The team leader will provide an agenda all participants and the principal. A copy of the meeting notes will be provided to all participants and the principal. The principal will periodically do a walk-through in team meetings.	Webber, Dennis	10/1/2014	1) Sign in sheets for the team meetings 2) Agenda 3) meeting notes 4) principal observation, anecdotal, or walk through notes.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we successfully implement the blended instructional delivery model using a combination of an on-line curriculum and direct instruction for the core curriculum of Language Arts, Math, and Science, we will increase the student engagement and academic achievement, causing the promotion rate to increase from 43% to 60% for Levy Learning Academy.

G1.B2 The MTSS process used has not provided enough time for information sharing and effective follow-up of strategies implemented on behalf of students who are struggling with academics or behavior.

G1.B2.S1 The Levy Learning Academy will develop and implement an MTSS team plan that will provide for better monitoring of student progress and implementation of intervention strategies. The team will follow-up on results of interventions as they are implemented for individual students or groups of students to provide ongoing support for students as needed.

PD Opportunity 1

The Levy Learning Academy will have an MTSS primary team consisting of the Guidance Counselor, the Principal, and the Administrative Assistant. There will be a secondary membership consisting of the grade level teams of teachers. The primary team will meet in separate meetings with the teams from each grade level. The teams will be designated as: from east side: 1) elementary, 2) middle school, 3) high school, and 4) west side meet as one group. The teams will meet once a month, (unless further follow-up is needed) on the early release days for 1 hour scheduled to begin after students have been dismissed from campus. In the months where there are two early release days, two teams will alternate meeting for each day. For those months with only one early release day or no early release days, the teams will use one of the morning sessions before school as needed.

Facilitator

Guidance Counselor

Participants

All MTSS team members

Schedule

Monthly, from 10/1/2014 to 6/5/2015

PD Opportunity 2

1) The Levy Learning Academy will use a Math team to provide support for the implementation of the Florida Standards and Mathematical Practices consisting of all teachers who provide math curriculum to students in the direct instruction classrooms. 2) The math team will meet one time per month on the early release days.

Facilitator

Sandra Foster

Participants

All Math team members

Schedule

Monthly, from 10/1/2014 to 6/5/2015

PD Opportunity 3

1) The Levy Learning Academy will use an ELA team to provide support for the implementation of the Florida Standards consisting of all teachers who provide ELA or Reading curriculum to students in the direct instruction classrooms. 2) The ELA team will meet one time per month on the early release days.

Facilitator

Greg Brochetti

Participants

All ELA team members

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0