

Student Leadership Academy



2014-15 School Improvement Plan

Student Leadership Academy

200 FIELD AVE E, Venice, FL 34285

www.studentleadershipacademy.org

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

Yes

Minority

21%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

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	4	Jim Browder
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 Student Leadership Academy is:

- To provide an academic and social atmosphere that will promote SCHOLARSHIP in adolescents by encouraging them to discover and develop their individual talents and to recognize that reading is a requisite skill for scholarship in all areas;
- To create stimulating opportunities for students to develop LEADERSHIP skills, and;
- To instill in students, the value of volunteerism through SERVICE learning.

Provide the school's vision statement

Our school's vision is to deliver high quality academic services to all students who chose to attend Student Leadership Academy within a continuum of services.

School Environment

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

Over ten years ago, when SLA began, there was not much diversity at the school. We have reached out to other communities by providing transportation and encouraging students/parents of different cultures to attend the school. That has really increased during the past couple of years. In the Spanish I class, they celebrate the culture of many Spanish speaking cultures. Also, in the 6th grade Social Studies class, they have a cultural food day where different foods from other cultures are brought in and discussed by teachers which helps to build the teacher and student relationship.

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

Supervision by staff is paramount. Students are always supervised during and after school. Bullying is NOT tolerated, and there are serious disciplinary consequences if the school is made aware of it. During each parent council meeting, the principal always speaks about letting her know if someone is getting bullied. Last year, Lt. Enos, came to two parent meeting to speak to parents regarding this serious topic. He will be coming back again during the 2014/15 school year, not just to meet with parents, but to meet with all grades during the school day.

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

It is said that there is a strong relationship between classroom discipline and building school-wide discipline. As a team we must establish and follow a clear set of guidelines for academic and social behavior. We must also use discipline in a positive, supportive, logical, and consistent manner, in order to create a safe learning environment and promote student growth.

This School-wide Behavior/Discipline Plan is a set of strategies and procedures that will create a safe and positive school environment for each and every student, as we as our faculty and staff. Students and teachers are expected and required to follow these school rules to the best of their abilities.
Steps for Success

Classroom Management - students need and want structure. An effective discipline plan doesn't stifle a student's ability to function but gives them a strong, dependable foundation from which to grow and be successful. While dealing with current discipline problems they might have in their classrooms, a good classroom management plan will help teachers create a safe and quiet learning environment and prevent discipline problems from occurring.

Do not develop classroom rules that you are not willing to enforce!

Calm – staying calm can make all the difference. No disciplinary strategy works the same all the time. You have to be patient and assess every situation and act accordingly. Remember, you are the adult!

Communication - discipline isn't just about correcting what your students are doing wrong, it's about encouraging behaviors they are doing right. The more you praise and reinforce their good behavior, the more they will want to do the right thing. Teachers should identify their expectations for student behavior and communicate, periodically, those expectations to students.

Another part of the communication process is keeping parents informed. This step alone will help prevent any misunderstandings and it will let the parents know that you are interested and involved in the education and success of their children. Research shows that children do better in school when parents and teachers are in constant communication.

Consistency - consistency is the key! No matter what approach you take to discipline, it is crucial to be consistent about it. You must be consistent in the classroom, and we all must strive for consistency throughout each grade level. This in my opinion is the most important factor in a successful Behavior/Discipline Plan.

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

The school has a relationship with Big Brothers, Big Sisters to help provide mentors for students. If students need counseling, they are referred to any of the community based programs. In such cases as a social worker needs to go to the home, the school contracts out that service. The Principal in concert with the Registered Nurse at the school help students who might be at risk of hurting themselves and need a "Duty to Warn Letter".

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

Any student who is failing a core subject area, and is at a Level 1 from prior year's FCAT is referred to SWIST for the early warning system. The school will do the following:

1. Meet as a grade level team
2. Discuss the indicators that brought the student to the SWIST team
3. Discuss early interventions so that these warnings can be eliminated.
4. Have a conference with the parent.

If truancy is an issue, the school contracts with a truant officer and will notify him of the attendance issue. The school also contracts with a social worker to go out to the home when needed.

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
	6	7	8	
Attendance below 90 percent	8	8	13	29
One or more suspensions	0	0	0	
Course failure in ELA or Math	1	2	6	9
Level 1 on statewide assessment	8	13	9	30

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	4	6	8	18

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

Students who need intervention services, will be put in a first period academic skills class to help improve their academic performance.
 Teachers will work individually with the students during their elective time if approved by the parent; until the student is experiencing success.
 Students who are level 1 or level 2 in ELA and/or Math will be in intensive Reading and/or intensive Math courses.

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

The school holds parent meetings once a month. The amount of parental involvement continues to increase every school year. Parents are involved in supporting all aspects of the school including being involved in community and volunteer opportunities in collaboration with the school.

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

The school is very involved in community activities, especially with the volunteering that is done monthly for these activities. Students and parents are given volunteer hours for their involvement in these activities which is a part of SLA's mission and vision.

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
Marble, Vickie	Principal

Duties

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

The principal/ESE Liaison facilitates School Wide Support meetings and designates a member of the team to be responsible for monitoring the effectiveness of the plan.
 The principal facilitates team leader meetings and schedules follow up dates with the team to discuss additional resource allocations and teacher support systems.
 A program planner is designated for each content area. The program planner facilitates meetings and follows up with content area teachers to discuss progress towards meeting goals.

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

Teachers refer students to a School Wide Support team in which students with behavior and/or academic concerns are discussed. The team creates a plan of action for each student which includes follow up dates for the team to meet and discuss the effectiveness of the plan.
 Team leaders meet with administration once a month to discuss resource allocation and teacher support systems.
 Content area teachers meet once a month to discuss effectiveness of core instruction and set goals for improvement.
 All title II funds for this school year will be used for professional development in 1 specific area:
 1. The cost for Educational Impact which is an approved, online professional development system which contains high qualities professional development from researched based, published, educators. Since the amount of title II funds will not cover all of the expenses for professional development during the 2014/15 school year, monies from the operational account will be utilized.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Student

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

The principal monitored last year's school improvement plan and all activities.

Development of this school improvement plan

The Governing Board of the Charter School serves as the SAC. They will approve the plan at the November meeting.

Preparation of the school's annual budget and plan

The Governing Board of the Charter School approves the budget and plan.

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

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

Name	Title
Marble, Vickie	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for this school year are to increase proficiency in Reading for all students who are not meeting that level. Also, we are working as a school providing instructional strategies across the disciplines in order to increase reading proficiency in the lowest quartile. The school has set up literacy teams that will meet and discuss successful instructional strategies across the disciplines that are successful and working. Science and Social Studies teachers are sharing vocabulary with the Intensive reading teacher so that can be worked on in those classes.

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

All teachers have collaborative planning and team meetings. During those meetings, students are discussed, teachers give input to specific strategies that might be working or not working with the students. Positive relationships are strongly encouraged and effective instructional practices are discussed within the team meeting. The principal holds weekly staff meetings so as to let the staff know what needs to be done to increase the successes of our students. New, up to date information from FLDOE is shared, along with new information from the school district.

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

Student Leadership is a High Quality Charter School by the Florida Department of Education in 2011. The school is a participant in the Florida Retirement System which helps with the recruitment and retention of teachers and staff. For the most part, the staff does not change at Student Leadership Academy. This year, we added an extra teacher to provide added assistance to students who need help in the area of Language arts and literacy. The Principal is responsible for recruiting and retaining highly qualified staff.

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

The school is set up with collaborative teams. When a new staff member is hired, the team leader works with them in concert with other subject and grade level instructors and with the principal. Since our school is so small, that type of mentoring has worked really well in the past.

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

Last school year, all teachers had common core standards training from the Association of Supervision and Curriculum Development. In middle school, there were not any changes from common core to the Florida Standards. Textbooks and materials are aligned to Florida's Standards and the instructional staff participates in the school district's Blackboard and instructional focus guides.

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 teachers received professional development during last school year on how to read their data, and how to use their data to drive their instruction. We are using FAIR data from the first administration to drive instruction not only in English language arts but in Science and Social Studies too. If students are having difficulty, we utilize the first period academic skills class to provide interventions and also assist students during the class period to help them in areas that they are not proficient.

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:

N/A

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Marble, Vickie, vickie.marble@sarasotacountyschools.net

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Incoming students are placed in appropriate level courses based on prior year FCAT scores in reading and math, along with teacher recommendations, and prior year grades. The school offers an Honors Academy in each grade level for gifted and advanced students. We also offer advanced courses in all core areas, and regular education classes. The school also has intensive reading and intensive math classes. We offer pull-out classes for ESE students. The school supports all students using a continuum of services for students who are level 1 to level 5 students and all students in between.

In eighth grade, we work with the guidance counselors from Venice High and North Port High School to help support the students academically and place them in appropriate courses.

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

All eighth grade students take US History and Career Planning. Throughout this course, career planning is infused with the curriculum. During semester 2, more emphasis is placed on high school course offerings, preparing the student for postsecondary studies.

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

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.** All students will achieve the school-wide target goal for reading and will meet the the goal for reading in 2015. Students will attain this goal by working on text complexity throughout all disciplines.
- G2.** All staff will work towards immersing students into DOK 1, 2, and DOK 3 utilizing all three types of texts which will give the students practice and understanding of the Florida Standards Assessment test and the types of questions that will be asked. If we reach our goal, it will definitely make teaching better.
- G3.** The school has formed reading/literacy teams across all disciplines in order to implement the new Florida Standards in English and Language arts within all subjects in order to prepare the students for depth of knowledge level 3 questions.
- G4.** One of the school's goals for the 2013/14 school year is to provide targeted academic assistance (beyond their ESE class or pull-out) to all students with disabilities by using specially designed instruction. We will use an academic skills class to help.
- G5.** The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation.

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. All students will achieve the school-wide target goal for reading and will meet the the goal for reading in 2015. Students will attain this goal by working on text complexity throughout all disciplines. 1a

G054933

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- The school had adopted the "Collections" reading series. Staff have been trained previously in Common Core instruction in ELA and Math by ASCD. The school paid for the Common Core training along with providing substitutes for other ELA trainings that the school district has offered.

Targeted Barriers to Achieving the Goal 3

- There will not be a barrier.

Plan to Monitor Progress Toward G1. 8

The school will use the data from the FAIR assessments to review and make instructional changes as needed.

Person Responsible

Vickie Marble

Schedule

Monthly, from 8/18/2014 to 5/28/2015

Evidence of Completion

The Principal collect and review the data from FAIR and work with the Literacy teams regarding other assessments that the teachers use in the classroom.

G2. All staff will work towards immersing students into DOK 1, 2, and DOK 3 utilizing all three types of texts which will give the students practice and understanding of the Florida Standards Assessment test and the types of questions that will be asked. If we reach our goal, it will definitely make teaching better. 1a

G054221

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- The school will use training resources from the School District, information on the FLDOE website as it pertains to Florida Standards and previous training resources from our Common Core professional development which was taken for 2 days during last school year.

Targeted Barriers to Achieving the Goal 3

- There will be no barriers.

Plan to Monitor Progress Toward G2. 8

The school will look for and monitor the progress of the students towards meeting their goals. The ESE liaison along with the ELL liaison will work with all of the teams for progress monitoring.

Person Responsible

Vickie Marble

Schedule

Monthly, from 9/29/2014 to 5/21/2015

Evidence of Completion

The school will see an increase in all assessments by the students in reading/language arts using different forms of assessments results.

G3. The school has formed reading/literacy teams across all disciplines in order to implement the new Florida Standards in English and Language arts within all subjects in order to prepare the students for depth of knowledge level 3 questions. **1a**

 G038394

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal **2**

- The reading/literacy teams will meet often to collaborate together and share effective instructional strategies and lessons planning. All reading teachers have had Collections training along with Common Core training from last school year.

Targeted Barriers to Achieving the Goal **3**

- Teachers will have to deepen their knowledge regarding the Florida Standards and the different types of depth of knowledge instructional questioning and lessons.

Plan to Monitor Progress Toward G3. **8**

To ensure that all teachers have a great understanding of Common Core State Standards in ELA and Math and that they feel comfortable in the transition to those standards.

Person Responsible

Schedule

Evidence of Completion

The evidence will be the seamless transition from this school year; NGSS/CCSS to full implementation of Common Core State Standards.

G4. One of the school's goals for the 2013/14 school year is to provide targeted academic assistance (beyond their ESE class or pull-out) to all students with disabilities by using specially designed instruction. We will use an academic skills class to help. 1a

G038395

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Teachers will use specially designed instruction to help SWD students with their academics within the first period academic skills class if the students are having difficulty with a specific skill or concept.

Targeted Barriers to Achieving the Goal 3

- The barrier will be to help all teachers understand just how to best reach SWD through specially designed instruction in academic classes along with any extra help that students are given in first period academic skills classes if needed.

Plan to Monitor Progress Toward G4. 8

Staff will monitor the progress of SWD in all academic areas to help support the goals of the IEP and/or using the academic skills help when needed for students who are having difficulty with a specific concept or skill.

Person Responsible

Schedule

Evidence of Completion

SWD will be academically successful with the targeted support of all staff at the school. The school will use data to measure the evidence of completion.

G5. The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation. 1a

G038396

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- The school will provide professional development on Using Data to Inform Instruction twice during the school year. The presenter is Dr. Valerie Hyer and she will meet with each grade level team to help teachers understand, utilize, and disaggregate all data so that they are able to identify the best instructional focus for their students based on current and prior years data.

Targeted Barriers to Achieving the Goal 3

- There will not be a barrier.

Plan to Monitor Progress Toward G5. 8

Using Data to Inform Instruction professional development.

Person Responsible

Schedule

Evidence of Completion

Meeting with the presenter and staff after the first time pd opportunity and seeing the evidence of understanding the data to inform their instruction.

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. All students will achieve the school-wide target goal for reading and will meet the the goal for reading in 2015. Students will attain this goal by working on text complexity throughout all disciplines. **1**

 G054933

G1.B1 There will not be a barrier. **2**

 B138375

G1.B1.S1 School staff will meet as literacy teams often during the school year to make sure that the school-wide goals in Reading are met. **4**

 S150348

Strategy Rationale

When teachers work together on this goal through collaborative planning and implementation, students will increase their depth of knowledge so that they will be successful on the Florida Standard Assessment.

Action Step 1 **5**

Teachers will meet often in collaborative teams and literacy groups to facilitate and plan their instruction based on prior year's assessment results and present FAIR results.

Person Responsible

Vickie Marble

Schedule

Monthly, from 8/18/2014 to 5/28/2015

Evidence of Completion

The principal will see an increase in FAIR results along with other reading assessments given by teachers.

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

The team leaders will share information at literacy staff meetings regarding the increases in student achievement along with FAIR information which will be used to drive instruction.

Person Responsible

Vickie Marble

Schedule

Monthly, from 8/18/2014 to 5/28/2015

Evidence of Completion

The data will be monitored and collected by each team leader and the ESE liaison so we can use it to make instructional decisions.

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

All teachers will monitor their data using FAIR and other classroom assessments.

Person Responsible

Vickie Marble

Schedule

Biweekly, from 8/18/2014 to 5/28/2015

Evidence of Completion

The Principal will get reports from FAIR along with literacy team updates from all teachers.

G2. All staff will work towards immersing students into DOK 1, 2, and DOK 3 utilizing all three types of texts which will give the students practice and understanding of the Florida Standards Assessment test and the types of questions that will be asked. If we reach our goal, it will definitely make teaching better. 1

G054221

G2.B1 There will be no barriers. 2

B136797

G2.B1.S1 Continue to check with grade level teams regarding the depth of knowledge levels and the text complexity of lesson plans and other comparing/contrasting passages. 4

S148796

Strategy Rationale

The only subgroup that meet their AMO target was the Hispanic population. The school wants all subgroups to meet the AMO target in Reading.

Action Step 1 5

The staff will monitor the FAIR data along with the Principal monitoring the lessons and lesson plans.

Person Responsible

Vickie Marble

Schedule

Monthly, from 9/29/2014 to 5/21/2015

Evidence of Completion

The evidence reviewed by the Principal will be the data from FAIR along with meeting with grade level teams , and the monitoring of lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Principal will monitor the fidelity of the planning and lessons along with team leaders who report to the Principal.

Person Responsible

Vickie Marble

Schedule

Weekly, from 9/29/2014 to 5/21/2015

Evidence of Completion

The evidence collected will be the comparison of FAIR data from the first 2 administrations; along with appropriate complex text questions and lessons that clearly show that the teacher is following the Florida Standards.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The Principal will work with the team leaders and the ESE liaison to see if there is effective implementation.

Person Responsible

Vickie Marble

Schedule

Monthly, from 9/29/2014 to 5/21/2015

Evidence of Completion

The evidence collected will be an increase of grades, along with FAIR scores increasing, and other classroom assessments.

G3. The school has formed reading/literacy teams across all disciplines in order to implement the new Florida Standards in English and Language arts within all subjects in order to prepare the students for depth of knowledge level 3 questions. 1

G038394

G3.B1 Teachers will have to deepen their knowledge regarding the Florida Standards and the different types of depth of knowledge instructional questioning and lessons. 2

B092096

G3.B1.S1 Teachers will use instructional videos from Educational Impact to increase their professional knowledge regarding effective instructional strategies related to the Florida Standards. This will be a part of their IPDP. 4

S103018

Strategy Rationale

The more professional development that teachers have relating to the Florida Standards and effective instructional strategies, the more comfortable they will be with this paradigm shift in instruction and instructional strategies.

Action Step 1 5

The school will use Educational Impact to provide high quality professional development for all teachers in an on line presentation.

Person Responsible

Vickie Marble

Schedule

Weekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Teachers will list their professional development that is taken on the individual professional development plan and the principal will monitor.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The principal will observe a seamless transition from NGSS to CCSS. Teachers will have a deeper knowledge of common core state standards for ELA and Math.

Person Responsible

Schedule

Evidence of Completion

The principal will monitor this implementation by observations within the classrooms, along with more rigorous lesson plans which are common core driven.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Implementing the Common Core State Standards, an Overview of ELA and Math

Person Responsible

Schedule

Evidence of Completion

Principal, teachers and Dr. Purcell will debrief at the end of day 2 to make sure that there is a common understanding of the ELA and Math CCSS; how to create common core lesson plans, and to make sure that all teachers are prepared for full implementation in the 2014/15 school year.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G4. One of the school's goals for the 2013/14 school year is to provide targeted academic assistance (beyond their ESE class or pull-out) to all students with disabilities by using specially designed instruction. We will use an academic skills class to help. 1

 G038395

G4.B1 The barrier will be to help all teachers understand just how to best reach SWD through specially designed instruction in academic classes along with any extra help that students are given in first period academic skills classes if needed. 2

 B092097

G4.B1.S2 The school will use a strategy that will help support all teachers in the implementation of providing academic skills help beyond the ESE pull-out program. This will help in supporting what the ESE teacher is already doing and will provide needed success for those students in increasing learning gains in all core subjects. 4

 S103020

Strategy Rationale

Action Step 1 5

To help students with disabilities increase their student achievement on FCAT 2.0.

Person Responsible

Schedule

Evidence of Completion

The student will increase their academic achievement in his or her grades, and tests will be hopefully transfer to increased learning gains on FCAT 2.0

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Helping SWD to increase their academic performance both within the classroom and on end of year assessments i.e FCAT 2.0.

Person Responsible

Schedule

Evidence of Completion

The staff will see an increase in grades, both classroom and test grades, along with an understanding of the specific academic concept.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Helping students with disabilities increase their academic performance in all areas with the support of ESE teachers, regular ed teachers and academic skills teachers.

Person Responsible

Schedule

Evidence of Completion

The school will use prior years data and compare it to this years data when it comes out at the end of the school year. The school will also use FAIR and other benchmark assessment data along with academic grades on classwork and tests.

G5. The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation. 1

G038396

G5.B1 There will not be a barrier. 2

B092098

G5.B1.S1 The strategy is to provide opportunities for teachers to ask questions during the two times that Dr. Hyer will be meeting with the grade level teams regarding data and how to appropriately use it to make instructional decisions which will result in increased student achievement. 4

S103021

Strategy Rationale

Action Step 1 5

Providing professional development opportunities to teachers within their grade level teams twice during the school year to help teachers understand and utilize all data which will help them drive their instruction within the classroom.

Person Responsible

Schedule

Evidence of Completion

The principal has met with Dr. Hyer once and will meet again for a debriefing after both pd sessions.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

PD opportunity: Using Data to Inform Instruction

Person Responsible

Schedule

Evidence of Completion

Meeting with the presenter and staff after each session. Also, the principal will see evidence of this pd opportunity within the teacher's lesson plans and through classroom observations.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Using Data to Inform Instruction professional development workshop.

Person Responsible

Schedule

Evidence of Completion

The principal will observe evidence of teachers using data to inform instruction by an increase of student scores on FCAT 2.0

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
G3.B1.S1.A1	The school will use Educational Impact to provide high quality professional development for all teachers in an on line presentation.	Marble, Vickie	10/1/2014	Teachers will list their professional development that is taken on the individual professional development plan and the principal will monitor.	6/1/2015 weekly
G4.B1.S2.A1	To help students with disabilities increase their student achievement on FCAT 2.0.		The student will increase their academic achievement in his or her grades, and tests will be hopefully transfer to increased learning gains on FCAT 2.0	once	
G5.B1.S1.A1	Providing professional development opportunities to teachers within their grade level teams twice during the school year to help teachers understand and utilize all data which will help them drive their instruction within the classroom.		The principal has met with Dr. Hyer once and will meet again for a debriefing after both pd sessions.	once	
G2.B1.S1.A1	The staff will monitor the FAIR data along with the Principal monitoring the lessons and lesson plans.	Marble, Vickie	9/29/2014	The evidence reviewed by the Principal will be the data from FAIR along with meeting with grade level teams , and the monitoring of lesson plans.	5/21/2015 monthly
G1.B1.S1.A1	Teachers will meet often in collaborative teams and literacy groups to facilitate and plan their instruction based on prior year's assessment results and present FAIR results.	Marble, Vickie	8/18/2014	The principal will see an increase in FAIR results along with other reading assessments given by teachers.	5/28/2015 monthly
G3.B1.S1.A2	[no content entered]			one-time	
G1.MA1	The school will use the data from the FAIR assessments to review and make instructional changes as needed.	Marble, Vickie	8/18/2014	The Principal collect and review the data from FAIR and work with the Literacy teams regarding other	5/28/2015 monthly

Sarasota - 0102 - Student Leadership Academy - 2014-15 SIP
Student Leadership Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessments that the teachers use in the classroom.	
G1.B1.S1.MA1	All teachers will monitor their data using FAIR and other classroom assessments.	Marble, Vickie	8/18/2014	The Principal will get reports from FAIR along with literacy team updates from all teachers.	5/28/2015 biweekly
G1.B1.S1.MA1	The team leaders will share information at literacy staff meetings regarding the increases in student achievement along with FAIR information which will be used to drive instruction.	Marble, Vickie	8/18/2014	The data will be monitored and collected by each team leader and the ESE liaison so we can use it to make instructional decisions.	5/28/2015 monthly
G2.MA1	The school will look for and monitor the progress of the students towards meeting their goals. The ESE liaison along with the ELL liaison will work with all of the teams for progress monitoring.	Marble, Vickie	9/29/2014	The school will see an increase in all assessments by the students in reading/language arts using different forms of assessments results.	5/21/2015 monthly
G2.B1.S1.MA1	The Principal will work with the team leaders and the ESE liaison to see if there is effective implementation.	Marble, Vickie	9/29/2014	The evidence collected will be an increase of grades, along with FAIR scores increasing, and other classroom assessments.	5/21/2015 monthly
G2.B1.S1.MA1	The Principal will monitor the fidelity of the planning and lessons along with team leaders who report to the Principal.	Marble, Vickie	9/29/2014	The evidence collected will be the comparison of FAIR data from the first 2 administrations; along with appropriate complex text questions and lessons that clearly show that the teacher is following the Florida Standards.	5/21/2015 weekly
G3.MA1	To ensure that all teachers have a great understanding of Common Core State Standards in ELA and Math and that they feel comfortable in the transition to those standards.		The evidence will be the seamless transition from this school year; NGSS/CCSS to full implementation of Common Core State Standards.	once	
G3.B1.S1.MA1	Implementing the Common Core State Standards, an Overview of ELA and Math		Principal, teachers and Dr. Purcell will debrief at the end of day 2 to make sure that there is a common understanding of the ELA and Math CCSS; how to create common core lesson plans, and to make sure that all teachers are prepared for full implementation in the 2014/15 school year.	once	
G3.B1.S1.MA1	The principal will observe a seamless transition from NGSS to CCSS. Teachers will have a deeper		The principal will monitor this	once	

Sarasota - 0102 - Student Leadership Academy - 2014-15 SIP
Student Leadership Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	knowledge of common core state standards for ELA and Math.		implementation by observations within the classrooms, along with more rigorous lesson plans which are common core driven.		
G4.MA1	Staff will monitor the progress of SWD in all academic areas to help support the goals of the IEP and/or using the academic skills help when needed for students who are having difficulty with a specific concept or skill.		SWD will be academically successful with the targeted support of all staff at the school. The school will use data to measure the evidence of completion.	once	
G4.B1.S1.MA1	[no content entered]			once	
G4.B1.S1.MA1	[no content entered]			once	
G4.B1.S2.MA1	Helping students with disabilities increase their academic performance in all areas with the support of ESE teachers, regular ed teachers and academic skills teachers.		The school will use prior years data and compare it to this years data when it comes out at the end of the school year. The school will also use FAIR and other benchmark assessment data along with academic grades on classwork and tests.	once	
G4.B1.S2.MA1	Helping SWD to increase their academic performance both within the classroom and on end of year assessments i.e FCAT 2.0.		The staff will see an increase in grades, both classroom and test grades, along with an understanding of the specific academic concept.	once	
G5.MA1	Using Data to Inform Instruction professional development.		Meeting with the presenter and staff after the first time pd opportunity and seeing the evidence of understanding the data to	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			inform their instruction.		
G5.B1.S1.MA1	Using Data to Inform Instruction professional development workshop.		The principal will observe evidence of teachers using data to inform instruction by an increase of student scores on FCAT 2.0	once	
G5.B1.S1.MA1	PD opportunity: Using Data to Inform Instruction		Meeting with the presenter and staff after each session. Also, the principal will see evidence of this pd opportunity within the teacher's lesson plans and through classroom observations.	once	

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. All students will achieve the school-wide target goal for reading and will meet the the goal for reading in 2015. Students will attain this goal by working on text complexity throughout all disciplines.

G1.B1 There will not be a barrier.

G1.B1.S1 School staff will meet as literacy teams often during the school year to make sure that the school-wide goals in Reading are met.

PD Opportunity 1

Teachers will meet often in collaborative teams and literacy groups to facilitate and plan their instruction based on prior year's assessment results and present FAIR results.

Facilitator

The school is using Educational Impact to deliver high quality on-line professional development for staff.

Participants

All teachers will be involved with taking professional development using Educational Impact on-line courses.

Schedule

Monthly, from 8/18/2014 to 5/28/2015

G2. All staff will work towards immersing students into DOK 1, 2, and DOK 3 utilizing all three types of texts which will give the students practice and understanding of the Florida Standards Assessment test and the types of questions that will be asked. If we reach our goal, it will definitely make teaching better.

G2.B1 There will be no barriers.

G2.B1.S1 Continue to check with grade level teams regarding the depth of knowledge levels and the text complexity of lesson plans and other comparing/contrasting passages.

PD Opportunity 1

The staff will monitor the FAIR data along with the Principal monitoring the lessons and lesson plans.

Facilitator

ELA training for middle school teachers at the school district.

Participants

All grade specific English/Language Arts teachers in November.

Schedule

Monthly, from 9/29/2014 to 5/21/2015

G5. The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation.

G5.B1 There will not be a barrier.

G5.B1.S1 The strategy is to provide opportunities for teachers to ask questions during the two times that Dr. Hyer will be meeting with the grade level teams regarding data and how to appropriately use it to make instructional decisions which will result in increased student achievement.

PD Opportunity 1

Providing professional development opportunities to teachers within their grade level teams twice during the school year to help teachers understand and utilize all data which will help them drive their instruction within the classroom.

Facilitator

Dr. Valerie Hyer

Participants

All teachers at SLA

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All students will achieve the school-wide target goal for reading and will meet the the goal for reading in 2015. Students will attain this goal by working on text complexity throughout all disciplines.	2,500
Grand Total	2,500

Goal 1: All students will achieve the school-wide target goal for reading and will meet the the goal for reading in 2015. Students will attain this goal by working on text complexity throughout all disciplines.

Description	Source	Total
B1.S1.A1 - Teachers will use Educational Impact to provide high quality professional development for the school year to help in the implementation of our goals and objectives.	Title II	2,500
Total Goal 1		2,500