

Escambia County School District

Global Learning Academy



2015-16 School Improvement Plan

Global Learning Academy

100 N P ST, Pensacola, FL 32505

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The vision of the Global Learning Academy is to create a school where everyone who enters is exposed to other cultures, excited to learn and free to explore in a safe and encouraging environment.

Provide the school's vision statement

The mission of Global Learning Academy is to help students become successful and responsible citizens in our diverse societies.

School Environment

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

During pre-planning, teachers and staff attended a training on building relationships with students. The principal showed the You-tube video Keeper of the Flame. This video helped the teachers understand the impact that they have on children's lives. Teachers and staff discussed the content of the video and how they can apply some of the practices presented in the video within the school and classrooms.

The staff also attended the Marcia Tate trainings. We will continue the training by having a book study on Shouting Doesn't Grow Dendrites. The staff is using Marcia Tate's best practices in order to make connections with students and build mutually benefiting relationships: student to student and teacher to student.

The leadership team conferences with teachers who have behavioral problems. Based on the conference, the leadership team observes the teacher and student relationships, gives the teacher feedback and models how to deescalate behaviors.

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

This is our second year of implementing Positive Behavior System (PBS) school-wide. C.A.R.E (Communicate Effectively, Actively Listening, Respect and Responsibility & Engaged in Learning) applies for our students and teachers. The teachers are expected to use the same attributes described in the acronym C.A.R.E. towards one another and toward the student population.

The bus drivers, cafeteria workers, custodial staff and the after school program have been trained in how to implement PBS. Through full implementation of PBS, we are ensuring that students feel safe and are respected during, before and after school.

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

Teachers have been trained in PBS; Students and teachers are expected to follow the school-wide expectations of C.A.R.E (Communicate Effectively, Actively Listening, Respect and Responsibility & Engaged in learning). As students display the expectations of C.A.R.E, teachers will acknowledge the expectation verbally and will give the student an incentive. Students who are not exhibiting the

expectations of C.A.R.E., will be taught the appropriate behavior by demonstrating the behavior and/or observing the behavior in other students.

A flow chart of teacher handled behavior and office handled behavior has been created by the PBS team with teacher input. Teachers and the staff follow the flow chart when handling disruptions. They also follow incentives guidelines as well as interventions when students are having difficulty in displaying appropriate behavior. The PBS team will provide monthly feedback to teachers on the fidelity.

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

Global Learning Academy provides for the students' social-emotional needs by assisting students in learning skills and attitudes necessary to be successful in class and in life in general. School resources available include individual or group counseling, whole class guidance lessons, Outpatient School Referrals, Functional Behavioral Assessments to determine underlying causes of behavior, MTSS, multi-tiered systems of support involving the teacher, parent/guardian, school psychologist and coaches, designed to identify academic, emotional, and physical barriers to learning, and the Backpack Program, a weekend nutritional program for the very needy.

Additionally, support and services are extended to family members during crisis times. Referrals from the Santa Rosa and Escambia Counties Survival Guide are made, school representatives visit homes of grieving families in times of loss and attend services. This school presence helps to support the children and families, and to begin the process of adjustment.

Communication between teachers and counselor is constant, watching closely for behavioral, academic, or attendance issues. When necessary, a School Social Worker referral will be made to reach out to the parents, and to assist them with any barriers to success.

Global Learning Academy also offers a school mentoring program. This non-academic program is designed to build one on one relationships between the mentor and mentee.

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

Attendance: FOCUS database runs twice quarterly, specifying early checkouts, tardies, and absences. If students are identified as having excessive absences, the guidance counselor sends home letters to parents outlining attendance expectations and the effect that absences have on academic achievement.

Suspensions: A data binder for discipline referrals is maintained and referred to when a student is referred for discipline. No one except the principal or assistant principal will ever assign a student to in-school or out-of-school suspension; therefore, the administration is already aware and addressing students who have been suspended. We use the student discipline report housed in the Success Binders as a trail of issues and actions taken by the classroom teacher to redirect behavior prior to referral to administration. Our school strives to keep students learning in their classrooms, so suspensions are only meted out as a last resort.

Course Failure: Data clerk will print D/F report which guidance counselor will compare to RtI rosters to ensure students' academic deficiencies are being addressed. Teachers refer students who are failing reading or math to the reading and math coaches. The coaches brainstorm small group interventions with the classroom teacher, push into classes to provide interventions for identified weaknesses, and counsel with teachers to monitor progress. The guidance counselor and instructional coaches preview new cum folders, noting attendance or academic issues. The counselor informs teachers of any interventions/modifications that were previously put in place. The counselor and instructional coaches confer with the teacher regarding effectiveness of interventions and/or

modifications.

Level 1 ELA/Math: Instructional coaches review standard assessments and DE data and initiate Tier II strategies, interventions, and data collection for students whose achievement levels were 1 or low 2 or scoring less than 70%.

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
	K	1	2	3	4	5	
Attendance below 90 percent	20	41	30	32	21	17	161
One or more suspensions	1	10	8	6	9	10	44
Course failure in ELA or Math	10	19	11	33	40	20	133
Level 1 on statewide assessment	5	8	3	11	18	24	69

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	17	7	17	23	21	93

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

Teachers will work with instructional coaches to develop and implement interventions for students in conjunction with the MTSS process.

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

Among the parent involvement activities planned for this school year are data chats, Media Center extended hours, Report Card Nights, Academic Family Nights, fine arts performances, Wee Read Family Literacy nights, awards ceremonies, and carnivals. In response to suggestions from parents, the school has established a STEM committee which will meet monthly to address the school's academic areas in science, technology, engineering and math. We will continue with three report card nights which allows teachers to meet with every parent for mini-conferences to discuss strategies for improvement for their child. Parent-school communication calendars are sent home and signed by parents daily. SAC and PTA meetings will be held on the same night with activities for members' children in order to encourage and maximize participation.

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

We were very fortunate to have carried over active business partners from schools that were consolidated into GLA to get us off to a solid start. We have also been able to forge partnerships with other businesses and organizations.

One of our greatest partners is a local Rotary Club, which supplies approximately \$7000 in goods and services in addition to hundreds of man hours throughout the typical school year.

Our relationship with this particular organization has been strengthened by the fact that a staff member is the immediate past president and has been a catalyst for several years in the partnership.

We will reach out to our partners by sending updates of the great things going on at the school through electronic newsletters.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Labounty, Judy	Principal
Owens-Braggs, Nicole	Assistant Principal
Parker, Debby	Instructional Coach
Sheater, Susan	Instructional Coach
Isert, Dian	Instructional Coach

Duties

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

The coaches are responsible for bringing data to the leadership team meetings. From the data, it is determined what professional development is needed and any strategies or school-wide processes that need to be implemented. The administration is responsible for monitoring all data and communicating the data with the faculty, parents, and students.

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

Our problem-solving progress for the implementation and monitoring of our MTSS and school improvement structures includes weekly leadership team meetings. During the meetings, the leadership team discusses teacher support needs, the effectiveness of core instruction, and individual student needs. A plan is developed to allocate resources and professional development based on the needs discussed.

Title I, Part A: Funds are used to purchase 3 coach/teachers and supplies.

Title I, Part C - Migrant Services for migrant children are provided by the district level Title I office.

After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there is 1 migrant student at Global Learning Academy.

We are providing assistance through the school social worker for medical, housing, and interpretive services.

Title I, Part D: Our school does not serve Title I, Part D students as the services are provided by the District.

Title II: Professional development is offered at both the school and district levels. Please see each goal area for specific professional development activities.

Title III: All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve ELL students who enroll in our school. In addition, an itinerant ESOL teacher, funded through Title III monies, is assigned to the 2 students at our school. This teacher assists both the classroom teacher and the ELL student(s).

Title X - Homeless: The school works with the district's Homeless Coordinator, as well as with our various Partners in Education, to provide resources (clothing, shoes, school supplies, emergency groceries, bus passes, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Our school also houses a Parent Resource Center, with computers and other information sources to help parents access other resources as necessary.

Supplemental Academic Instruction (SAI):

Violence Prevention Program: The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Our guidance counselor teaches proactive anti-bullying classes at all grade levels.

Nutrition Programs: Global Learning Academy is part of the Provision II program, the grand which feeds 100% of our students free breakfast and lunch. Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self-serve options. our school is also a Healthier Generation Alliance School. Additional programs and county health department staff will address the nutritional issues as identified in specific children.

Housing Programs: Not applicable.

Head Start: Global Learning Academy participates in VPK.

Adult Education: Provided at the District level and at Pensacola State College
Global Learning Academy hosts a STEM-Related Careers Fair

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cheree Cook	Parent
Jennifer Bonner	Parent
Kenyatta Kitt	Parent
Audra Livingston	Parent
Chentell Hoskins	Parent
Jenifer Allgyer	Parent
Lakeya Soles	Parent
Raven Soles	Parent
Cathy Gibson	Teacher
Nicole Owens-Braggs	Teacher
Alisa Blackmon	Business/Community
Veronica Amador	Parent
Lydia Gardner	Education Support Employee
Shirley Dean	Parent
Valencia Simmons	Parent

Duties

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

Evaluation of last year's school improvement plan

During May 2015 SAC meeting, the SAC reviewed the data and made suggestions for the upcoming year.

Development of this school improvement plan

During the parent involvement meeting, parents were asked for their input regarding the school compact as well as parent-involvement and academic-related portions of the SIP.

Preparation of the school's annual budget and plan

During the first SAC meeting, the SAC will evaluate and make suggestions regarding the school's annual budget and plan.

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

Last year's school improvement funds (\$22,075.00) were spent in the following areas:

Marcia Tate Workshop 28%

PD on Ready Florida 1%

Independent Study with Accountability (Worksheets Don't Grow Dendrites) 18%

Reading Resources 31%

Math Resources 19%

Effective Teacher Resources 3%

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Sexton, Cee-Em	Instructional Coach
Isert, Dian	Instructional Coach
gpope@escambia.k12.fl.us, Eugenia	Teacher, K-12
ibrown@escambia.k12.fl.us, Irish	Teacher, K-12
Pfeiffer, Suzanne	Teacher, K-12
Payne, Jessica	Teacher, K-12
Evans, Crystal	Teacher, K-12
Parker, Debby	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will strive to create a school-wide literary environment, coordinating literacy activities for the school as well as for our parents and students. Activities will include Battle of the Books, Media Mania (Media Center extended hours for families), Halloween readers from Catholic High School's St. Vincent de Paul Club, Dr. Seuss Day with guest readers, Literacy Week, Pajama Day read-in, Wee Read for Pre-K, Pre-K Family Literacy Lapsits, and a Vocabulary Parade. GLA purchased two sets of Chrome Books to support literacy for our fifth grade students.

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

We provide a 40-minute common planning time for grade levels to have an opportunity to collaborate with each other. Each Tuesday, teachers spend time together aligning the next week's curriculum. One day later in the week, they meet again to share resources and strategies. On Wednesdays, teachers meet with a member of the leadership team to bring concerns to administration, disaggregate data, or to participate in professional development. These meetings allow for the 90 minutes of weekly uninterrupted planning time during the student instructional day as set forth in the master contract.

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

In the belief that we need to appreciate and utilize the expertise housed within our faculty, Global Learning Academy has re-focused our leadership plan to provide maximum opportunities to develop teacher-leaders. We are diversifying trainees, trainers, and leaders to include a variety of teachers at all grade levels and all disciplines throughout the school. Additionally, we encourage all teachers to visit other classrooms during their planning period, glean whatever methods and strategies which might be useful in their own classrooms.

In July, GLA sent a group of eight educators to the Leadership Conference.

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

Every new teacher is assigned an experienced teacher. Teachers selected as mentors have a proven record of success based on data. Both participate in training provided by the District's Great Beginnings program. As a school, the administration meets with new teachers once a month to provide additional assistance, training, and opportunities to share ideas and concerns.

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

The school's leadership team, to include a two ELA instructional coaches and one math/science instructional coach, work closely with all grade levels to ensure that instruction, materials, and assessments are aligned to Florida's standards. Instructional coaches guide classroom teachers in the use of the resources available through the ELA, math, and science departments. Instructional materials which the district originally purchased to align with Florida standards are closely evaluated and instruction is modified so that instruction aligns with those specific standards which are unique to Florida.

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

Most instruction is provided in small differentiated groups so that teachers are able to tailor instruction as indicated by DE and classroom data. The MTSS process is fully implemented and utilized to ensure that the needs of all students are met. State assessment, Discovery Education, and classroom teacher data are used in the MTSS process to determine efficacy of and necessary adjustments to classroom instruction. Instructional coaches lead the the Tier II and Tier III interactions, working closely with the classroom teachers in this process, evaluating data and assisting teachers in implementing interventions.

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: 10,740

An additional hour is provided for reading for every student. The additional hour focuses on skills that students lack to be successful readers. During that extra hour, students will read quality fiction and non-fiction literature, focus on the five areas of reading, and respond to text/multi-media in the forms of writing, debating, speaking, and listening.

Our extended day program is called Project Explore, and takes place from 7:25-8:25. All classes begin instruction promptly at 7:25 starting with a fifteen minutes teacher read aloud. The remaining 45 minutes of the block are organized to include activities specific to an area of focus each day: Vocabulary Valley-intensive vocabulary instruction, Comprehension City-read for understanding, Organizer Avenue: use organizers to compile information from text, Write Way: respond to reading through writing, Data Drive: use data to drive instruction, Pleasure Island: special area teachers will read aloud for 15-20 minutes. Thereafter students will read AR books and take AR tests.

This time (Genius Time) will also be used for students to research individual, group and/or class topics to be presented as a project of the students' choice.

Strategy Rationale

Additional quality time spent in reading instruction will increase reading proficiency, as determined by Florida's Office of Program Analysis and Government Accountability. Our Project Explore is by design highly engaging, empowering students to apply their literacy skills in a variety of situations.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Labounty, Judy, jlabounty@escambia.k12.fl.us

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

DE, Tyner, and state assessment, standards assessments

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

At the end of each school year, early childhood programs, including the Pre-K class housed to Global Learning Academy, visit Global Learning Academy. The purpose of the visit is to tour the students through the school and to allow the students to see and experience the kindergarten program. They visit the classroom, media center, special area classrooms, and end in the dining room with a snack. Parents are invited to attend with their child.

Fifth-graders participate in middle-school visitation programs hosted by the local schools.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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. Improve reading proficiency and learning gains.

G2. Improve math proficiency and learning gains.

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. Improve reading proficiency and learning gains. 1a

G067818

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal 2

- SRA Phonemic Awareness program
- Multisyllable Word Routine Cards
- ELA Instructional Coaches
- Beverly Tyner Model
- ELA Framework

Targeted Barriers to Achieving the Goal 3

- Students lacking phonemic awareness
- Students lacking word attack skills

Plan to Monitor Progress Toward G1. 8

Disaggregated Tyner data, DRA and Spelling inventory, DE

Person Responsible

Dian Isert

Schedule

Quarterly, from 9/8/2015 to 5/18/2016

Evidence of Completion

DE data reports, DRA and Spelling Inventory reports

G2. Improve math proficiency and learning gains. 1a

G067819

Targets Supported 1b

Indicator	Annual Target
Math Gains	65.0

Resources Available to Support the Goal 2

- Math/Science Coach
- District-level support
- Math Framework
- Moby Max
- Compass

Targeted Barriers to Achieving the Goal 3

- Low mastery of key fluencies
- Students lacking prerequisite skills

Plan to Monitor Progress Toward G2. 8

Discovery Education assessments , Moby Max Fluency Report

Person Responsible

Susan Sheater

Schedule

Quarterly, from 9/30/2015 to 5/18/2016

Evidence of Completion

Data binder

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. Improve reading proficiency and learning gains. **1**

 G067818

G1.B1 Students lacking phonemic awareness **2**

 B175703

G1.B1.S1 K-1: SRA Phonemic Awareness Program, K-2: Beverly Tyner Model **4**

 S186981

Strategy Rationale

Foundational skills are important when reading complex text. If a student is struggling with reading complex text, comprehension is impeded.

Action Step 1 **5**

Phonemic Awareness books were ordered and PD has been and will continue to be provided as needed; for Beverly Tyner, small group expectations and phonemic awareness instruction.

Person Responsible

Dian Isert

Schedule

Monthly, from 8/26/2015 to 5/18/2016

Evidence of Completion

Agenda and feedback to teachers

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

Coaches will meet and plan with all grade levels. Classroom walk-throughs will be done on a regular basis. Data meetings will be held regularly to study student data.

Person Responsible

Debby Parker

Schedule

Monthly, from 8/26/2015 to 5/20/2016

Evidence of Completion

Student data will be collected throughout the school year.

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

DE scores and academic data

Person Responsible

Dian Isert

Schedule

Quarterly, from 10/16/2015 to 5/26/2016

Evidence of Completion

Individual class and grade-level data

G1.B3 Students lacking word attack skills **2**

 B175705

G1.B3.S1 Third grade students will be taught word attack skill through the use of Multisyllable Word Routines. **4**

 S186982

Strategy Rationale

Children with strong word-attack skills can decode and comprehend complex text.

Action Step 1 **5**

Teachers will receive PD on how to use the reading materials to aid in the development of word attack skills with follow-up and feedback from the instructional coach and the District's TA.

Person Responsible

Debby Parker

Schedule

Monthly, from 8/20/2015 to 5/18/2016

Evidence of Completion

Teachers will properly implement program with the materials provided.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Instructional Coach observations and classroom walkthroughs

Person Responsible

Debby Parker

Schedule

Monthly, from 9/7/2015 to 5/18/2016

Evidence of Completion

Lesson plans and teacher feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

DRA and Spelling Inventories

Person Responsible

Debby Parker

Schedule

Quarterly, from 10/15/2014 to 5/22/2015

Evidence of Completion

Individual, class, and grade-level data

G2. Improve math proficiency and learning gains. 1

 G067819

G2.B4 Low mastery of key fluencies 2

 B175710

G2.B4.S1 Monthly school-wide Key Fluency quizzes with resources for practice and recognition for achievement 4

 S186985

Strategy Rationale

Students are unable to devote mental energy to learning new math skills partly because they must spend too much time and energy working out computations which they should have previously mastered.

Action Step 1 5

Prepare and monitor monthly key fluency quizzes to be administered throughout the school.

Person Responsible

Susan Sheater

Schedule

Monthly, from 8/26/2015 to 5/18/2016

Evidence of Completion

Math coach will collect proficiency data and prepare a recognition area for those students demonstrating proficiency.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teachers will report results to the assistant principal and will post class percentages on their data boards.

Person Responsible

Susan Sheater

Schedule

Monthly, from 9/8/2015 to 5/18/2016

Evidence of Completion

Emails, data boards

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Evaluate data reported by teachers.

Person Responsible

Susan Sheater

Schedule

Quarterly, from 9/30/2015 to 5/18/2016

Evidence of Completion

Spreadsheets submitted by classroom teachers

G2.B5 Students lacking prerequisite skills **2**

 B175711

G2.B5.S1 Teachers will incorporate prerequisite skills for upcoming lessons into homework and small group instruction. **4**

 S186986

Strategy Rationale

Students are unprepared for new on-grade-level skills, having either not previously mastered or forgotten prerequisite skills.

Action Step 1 **5**

Math coach will meet with grade levels, providing examples and guidance for incorporating prerequisite skills as found in the Vertical Progression chart into homework and small group lessons.

Person Responsible

Susan Sheater

Schedule

On 9/30/2015

Evidence of Completion

Collect sample homework and visit classes during small-group instruction, looking for evidence that prerequisite skills are being taught.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Evaluate homework weekly.

Person Responsible

Susan Sheater

Schedule

Weekly, from 9/14/2015 to 5/18/2016

Evidence of Completion

Sample homework

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Seek input from classroom teachers

Person Responsible

Susan Sheater

Schedule

Monthly, from 9/30/2015 to 5/18/2016

Evidence of Completion

Emails from teachers

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	Phonemic Awareness books were ordered and PD has been and will continue to be provided as needed; for Beverly Tyner, small group expectations and phonemic awareness instruction.	Isert, Dian	8/26/2015	Agenda and feedback to teachers	5/18/2016 monthly
G1.B3.S1.A1	Teachers will receive PD on how to use the reading materials to aid in the development of word attack skills with follow-up and feedback from the instructional coach and the District's TA.	Parker, Debby	8/20/2015	Teachers will properly implement program with the materials provided.	5/18/2016 monthly
G2.B4.S1.A1	Prepare and monitor monthly key fluency quizzes to be administered throughout the school.	Sheater, Susan	8/26/2015	Math coach will collect proficiency data and prepare a recognition area for those students demonstrating proficiency.	5/18/2016 monthly
G2.B5.S1.A1	Math coach will meet with grade levels, providing examples and guidance for incorporating prerequisite skills as found in the Vertical Progression chart into homework and small group lessons.	Sheater, Susan	9/9/2015	Collect sample homework and visit classes during small-group instruction, looking for evidence that prerequisite skills are being taught.	9/30/2015 one-time
G1.MA1	Disaggregated Tyner data, DRA and Spelling inventory, DE	Isert, Dian	9/8/2015	DE data reports, DRA and Spelling Inventory reports	5/18/2016 quarterly
G1.B1.S1.MA1	DE scores and academic data	Isert, Dian	10/16/2015	Individual class and grade-level data	5/26/2016 quarterly
G1.B1.S1.MA1	Coaches will meet and plan with all grade levels. Classroom walk-throughs will be done on a regular basis. Data meetings will be held regularly to study student data.	Parker, Debby	8/26/2015	Student data will be collected throughout the school year.	5/20/2016 monthly
G1.B3.S1.MA1	DRA and Spelling Inventories	Parker, Debby	10/15/2014	Individual, class, and grade-level data	5/22/2015 quarterly
G1.B3.S1.MA1	Instructional Coach observations and classroom walkthroughs	Parker, Debby	9/7/2015	Lesson plans and teacher feedback	5/18/2016 monthly
G2.MA1	Discovery Education assessments , Moby Max Fluency Report	Sheater, Susan	9/30/2015	Data binder	5/18/2016 quarterly
G2.B4.S1.MA1	Evaluate data reported by teachers.	Sheater, Susan	9/30/2015	Spreadsheets submitted by classroom teachers	5/18/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1	Teachers will report results to the assistant principal and will post class percentages on their data boards.	Sheater, Susan	9/8/2015	Emails, data boards	5/18/2016 monthly
G2.B5.S1.MA1	Seek input from classroom teachers	Sheater, Susan	9/30/2015	Emails from teachers	5/18/2016 monthly
G2.B5.S1.MA1	Evaluate homework weekly.	Sheater, Susan	9/14/2015	Sample homework	5/18/2016 weekly

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. Improve reading proficiency and learning gains.

G1.B1 Students lacking phonemic awareness

G1.B1.S1 K-1: SRA Phonemic Awareness Program, K-2: Beverly Tyner Model

PD Opportunity 1

Phonemic Awareness books were ordered and PD has been and will continue to be provided as needed; for Beverly Tyner, small group expectations and phonemic awareness instruction.

Facilitator

Markeysa Ryhmer, Dian Isert, Debbie Parker, Kim Gun

Participants

K-5th Grade Teachers

Schedule

Monthly, from 8/26/2015 to 5/18/2016

G1.B3 Students lacking word attack skills

G1.B3.S1 Third grade students will be taught word attack skill through the use of Multisyllable Word Routines.

PD Opportunity 1

Teachers will receive PD on how to use the reading materials to aid in the development of word attack skills with follow-up and feedback from the instructional coach and the District's TA.

Facilitator

Debby Parker

Participants

All classroom teachers

Schedule

Monthly, from 8/20/2015 to 5/18/2016

G2. Improve math proficiency and learning gains.

G2.B5 Students lacking prerequisite skills

G2.B5.S1 Teachers will incorporate prerequisite skills for upcoming lessons into homework and small group instruction.

PD Opportunity 1

Math coach will meet with grade levels, providing examples and guidance for incorporating prerequisite skills as found in the Vertical Progression chart into homework and small group lessons.

Facilitator

Sheater, Susan

Participants

All classroom teachers

Schedule

On 9/30/2015

Technical Assistance Items

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

G2. Improve math proficiency and learning gains.

G2.B4 Low mastery of key fluencies

G2.B4.S1 Monthly school-wide Key Fluency quizzes with resources for practice and recognition for achievement

PD Opportunity 1

Prepare and monitor monthly key fluency quizzes to be administered throughout the school.

Facilitator

Susan Sheater

Participants

All classroom teachers

Schedule

Monthly, from 8/26/2015 to 5/18/2016

Budget

Budget Data

1	G1.B1.S1.A1	Phonemic Awareness books were ordered and PD has been and will continue to be provided as needed; for Beverly Tyner, small group expectations and phonemic awareness instruction.	\$0.00
2	G1.B3.S1.A1	Teachers will receive PD on how to use the reading materials to aid in the development of word attack skills with follow-up and feedback from the instructional coach and the District's TA.	\$0.00
3	G2.B4.S1.A1	Prepare and monitor monthly key fluency quizzes to be administered throughout the school.	\$0.00
4	G2.B5.S1.A1	Math coach will meet with grade levels, providing examples and guidance for incorporating prerequisite skills as found in the Vertical Progression chart into homework and small group lessons.	\$0.00
Total:			\$0.00