

St. Johns County School District

Valley Ridge Academy



2015-16 School Improvement Plan

Valley Ridge Academy

105 GREENLEAF DR, Ponte Vedra, FL 32081

<http://www-vra.stjohns.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	11%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	24%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The community of Valley Ridge Academy is dedicated to creating a safe and nurturing environment that inspires and challenges students whilst developing lifelong learners through collaboration, citizenship, creativity and reflection.

Provide the school's vision statement

Our vision for VRA is one where children are educated through a collaborative effort among parents, faculty, staff, students, and the community. Our school environment encourages children to take risks and become creative producers without fear of failure.

School Environment

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

During "Power Hour" each week the teacher and students have the opportunity to get to know each other. Our teachers have been introduced to Positive Behavior Support, which is a program on building student relationships. As we progress through the program, we will all learn how to build and develop relationships between teachers and students. Teachers are able to create social contracts with their classes and spend time sharing "good news," which is an excellent way for teachers and students to learn more about themselves and others. We aim to have clubs/groups, activities and guest speakers in order to build culture.

We also have this embedded time with elementary students where they have additional "resources" time in order to build culture and to have free play.

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

Valley Ridge will hold quarterly behavior expectation assemblies where we discuss the rules and our focus on looking out for each other. We must be respectful and caring so we can all get along and "live" in such a tight space. We are constantly reinforcing good behavior and recognizing good character. By using the Operation Hedgehog and Student-to-Student programs, all levels of students will learn about positive behavior.

We have also partnered with the Ponte Vedra Rotary to open chapters of Early Act and Middle Act. Both are designed to engage students in the community through Service Projects.

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

Behavioral expectations have been developed by a team of teachers, parents and administrators. These expectations are shared with staff and students through assemblies each quarter and by having consistency throughout the school. In the event an expectation is not met the consequences are as follows: 1st - verbal warning, 2nd - parent communication; 3rd - lunch detention; 4th - referral. With the Positive Behavior Support System the idea is also to reward the positive as opposed to punishing the negative. To this end we have developed a PBS Store to provide an avenue for

students to be rewarded. This is in partnership with the PTO.

In addition, we will also engage in a positive, proactive approach of delivering professional development centered around Precision Direction training and support. This piece will help to create a consistent school-wide approach to positive discipline.

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

There are three school counselors at Valley Ridge Academy who are available for students' social and emotional needs. Students may be referred to the counselor by another student, parent(s) or teacher. If a student's needs are too great for the counselor, then outside services are recommended. The counselors work with the families to ensure students receive needed assistance. The vision included the capacity for all three counselors to visit classrooms to teach lessons in order to form the relationship with every student.

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

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

Course failure in English Language Arts or Mathematics

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

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	5	1	2	8
One or more suspensions	3	6	9	18
Course failure in ELA or Math	8	0	1	9
Level 1 on statewide assessment	9	7	4	20

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	6	1	1	8

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

MTSS core team intervention

Parent Conferencing

ELA/Math plans written for intervention..

As part of a school wide PLC Process we have placed significant resources in our Pre-K/ 2 cohort in order to provided a deep foundation for learning in those formative years.

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

We work in conjunction with our PTO in order to plan for positive school wide events such as Movie Nights, Literacy evenings, and festivals. The school Mission and vision are shared through the SAC committee and published on the school website.

In an effort to keep parents informed a Curriculum night is planned in the fall. Several informational nights are planned throughout the year which focus on technology, our IB vision, FSA, and eighth grade introduction to high school. Data discussions with parents are also planned through each child's individual teacher.

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 will work towards building a positive image for Valley Ridge Academy by building lasting relationships with our parents. To accomplish this goal, the VRA website will be updated weekly with all pertinent information. An electronic newsletter will be published on the first Friday of each month. The district provided Blackboard Connect System will be used to contact parents quickly with pressing information. Curriculum Chats and other information evening events will be held for each grade level. The VRA PTO also works hard to offer events that encourage family participation including the Fall Festival, Spring Festival, Book Fair, Family Movie Night and a Fun Run.

Partnerships with the Ponte Vedra Rotary and Guana Estuary ensure our students are engaging in community projects thus gaining trust in our community.

Nocatee is currently the 3rd fastest growing community in the country thus the idea of relationship building becomes more important.

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
King, Wayne	Principal
Hudson, Julie	Assistant Principal
Dresback, Aletha	Other
McCormick, Ashley	Instructional Coach
Lee, James	Assistant Principal

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing and conducting assessment of skills, ensures implementation of intervention support and documentation, ensures adequate professional development, and communicates with parents regarding school-based plans.

Assistant Principal: Provides leadership for the team-based decisions; facilitates the intervention programming; collaborates with other staff members to implement various interventions.

Assistant Principal: Provides leadership for RtI team; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; coordinates data analysis.

Instructional Literacy Coach: Provides the vision for professional development and coordinates with the teachers to ensure their Deliberate Practice is focused on student growth.

IB Coordinator: Works to develop a Learner Profile with all Middle School Students and provides a framework to launch the Middle Year IB (MYP).

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

The goal is to ensure that all students make Learning Gains and that our families are informed. We have weekly RTI/MTSS meetings and highlight the people responsible and the resources to ensure progress.

We have allocated our entire SAI Budget to Tier 2 interventions to include Reading Plus/Core Five and Symphony Math.

We have revised our Pre K-2 to focus on Linguistics through LindaMood Bell. We began a training module this summer and the goal is to have all teachers trained and implementing by the end of the year. That overarching goal is to provide a solid foundation for reading and thought.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Wayne King	Principal
Amy Zobel	Parent
Tiffany Davis-Baer	Parent
Armartes Williams	Teacher
Karen Wolfe	Business/Community
Holly Southworth	Teacher
Holly Nover	Teacher
Wynton Hardy	Education Support Employee
Cait Belland	Student
Kelly Berrera	Education Support Employee
Travis Brown	Education Support Employee
James Lee	Education Support Employee
Aletha Dresback	Parent
Julie Hudson	Parent
	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

We are in the beginning phases of this and currently we have developed a survey (September 1st) to review the product of 2014-2015 and to highlight areas of improvement for 2015-2016. These results will be presented at the next SAC Meeting in October 2015.

We also earned an FTE Allocation from the State this year which will provide an opportunity to align some service to the vision for the school.

Development of this school improvement plan

Development of the plan will be with School Leaders and the core SAC Team. We began this process in the Summer when we took a team to PLCs at Work.

We then build a three to five year framework for Valley Ridge that speaks to all students progressing.

Preparation of the school's annual budget and plan

The SAC budget is approximately \$3500 which will be used to protect the SIP goals. We will also use other revenue sources to help us reach our potential.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
King, Wayne	Principal
Hudson, Julie	Assistant Principal
Dresback, Aletha	Other
McCormick, Ashley	Instructional Coach
Lee, James	Other
barbour, jay	Teacher, K-12
McCool, Jessica	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet with small groups of teachers on a monthly basis for the purpose of aligning reading goals, developing scopes and sequences for project based-learning and implementation of the summer reading goals.

The team will also frame out the vision for Pre-K- 2 Linguistics and seek ways to help all students learn.

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 of our Primary teachers have built in PLC time bi-weekly. We also have developed a creative "WOW" schedule to give them additional PLC time, by grade level and additional 90 minutes per month. The idea here is to build community and to see common practices in place. Our middle school teachers have subject area planning every day.

The goal is to highlight data and use the data to drive instruction and to implement the MYP Program.

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

By attending job fairs, and referring to the hiring authority within the district's paperless application system, we are able to hire teachers within the appropriate field who are highly qualified. The leadership team will provide intensive staff development programs and a mentor.

As we continue to grow we were in a position to hire an additional thirty teachers. This is done after careful review of all paperwork and a vision to hire creative teachers.

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

All teachers new to the St. Johns County School District and Valley Ridge Academy will be paired with a veteran teacher in his/her field or grade level to develop a portfolio to verify educator competencies. Meetings will be held on a monthly basis.

All new teachers to St Johns County are also invited to attend monthly district driven meetings in order to learn the culture here.

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

Instructional Strategies

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

All students below grade level will be placed in an Intensive Reading Class / Adventures in Reading Class. The class will be taught by content area teachers and will focus on high yield strategies.

All primary teachers will be trained in Linguistics and work to create that reading foundation for all students. The Intensive Math students will be placed in a class with lower numbers, 10-15, and will work through Think Through Math or Symphony Math depending on their level.

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:

LindaMood Bell

Strategy Rationale

Provide a solid foundation for students in these formative years.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hudson, Julie, julie.hudson@stjohns.k12.fl.us

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

Data from the number of teachers trained and from the Discovery Education Data for every student

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

We will collaborate with our feeder high school , Nease High School, and bring our eighth grade class there for an orientation. This will provide them the opportunity to view the high school campus and see the culture. Representation for NHS will also come here to VRA for an Assembly/Academy Night and we will work through the formation of Freshman Seminar with all eighth graders.

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

na

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

na

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

na

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

na

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.** If we implement a Balanced Literacy approach to include linguistics and language acquisition, in all Kindergarten - Second grade classrooms, then our students will be foundationally ready for the rigor of third grade.
- G2.** If we target our lowest quartile in reading, third through eighth grades, and provide intensive, high yield instructional strategies, we will increase student achievement in reading.
- G3.** If we implement non-negotiable writing standards for each grade level and develop critical and creative thinking skill through the MYP Program whilst embedding ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase.

Strategic Goals Detail

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

G1. If we implement a Balanced Literacy approach to include linguistics and language acquisition, in all Kindergarten - Second grade classrooms, then our students will be foundationally ready for the rigor of third grade. 1a

G069052

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0

Resources Available to Support the Goal 2

- We will use school funding to train teachers and provide the necessary resources needed to build a solid program.

Targeted Barriers to Achieving the Goal 3

- Cross Curriculum planning and the training associated with Linguistics / LindaMood Bell.

Plan to Monitor Progress Toward G1. 8

Data form F&P and from DE.

Person Responsible

Ashley McCormick

Schedule

Monthly, from 9/9/2015 to 5/26/2016

Evidence of Completion

Participation in aligned Professional Development. Evidence from our district work in Balanced Literacy.

G2. If we target our lowest quartile in reading, third through eighth grades, and provide intensive, high yield instructional strategies, we will increase student achievement in reading. 1a

G069053

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	85.0

Resources Available to Support the Goal 2

- SAI Dollars.
- School Based Funding
- Donations from the community

Targeted Barriers to Achieving the Goal 3

- The main issue will surround protecting enough time in order for this to be achieved. Also the alignment to Learning Goals Scales / High Yield Strategies and the technology integration will also prove to be important.

Plan to Monitor Progress Toward G2. 8

Progress will be charted and shared with parents. Evidence will also be pulled from the data discussions in other content areas.

Person Responsible

Ashley McCormick

Schedule

Weekly, from 9/21/2015 to 5/26/2016

Evidence of Completion

Data from Reading Plus / Lexia /Core Five.

G3. If we implement non-negotiable writing standards for each grade level and develop critical and creative thinking skill through the MYP Program whilst embedding ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase. 1a

G069054

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	80.0

Resources Available to Support the Goal 2

- With the implementation of PYP/ MYP IB a focus on writing across the curriculum will be the culture. We will use resources available to train teachers on this philosophy.

Targeted Barriers to Achieving the Goal 3

- Training on new writing standards. Infusion of the MYP Model. Training for all MYP teachers.

Plan to Monitor Progress Toward G3. 8

Will review the School / District writing prompt data and the writing components in the DBQs.

Person Responsible

Ashley McCormick

Schedule

Quarterly, from 9/9/2015 to 5/4/2016

Evidence of Completion

Reviewing the evidence for the different assessments to seek alignment.

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. If we implement a Balanced Literacy approach to include linguistics and language acquisition, in all Kindergarten - Second grade classrooms, then our students will be foundationally ready for the rigor of third grade. **1**

 G069052

G1.B1 Cross Curriculum planning and the training associated with Linguistics / LindaMood Bell. **2**

 B179454

G1.B1.S1 Teachers will collaboratively develop and implement a Balanced Literacy and Language approach cross-curricular through the use of Common Formative Assessments. **4**

 S190776

Strategy Rationale

Having Common Assessments will provide the necessary data to highlight both teaching and Learning.

Action Step 1 **5**

Train all teachers on the LindaMood Bell Methods.

Person Responsible

Ashley McCormick

Schedule

Monthly, from 10/2/2015 to 5/26/2016

Evidence of Completion

Data discussions and PD Development will be framed from these meetings.

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

Data Discussions on a monthly basis will be important. Review of the PD Model to ensure fidelity.

Person Responsible

Jessica McCool

Schedule

Monthly, from 10/2/2015 to 5/26/2016

Evidence of Completion

The Evidence will be seen in the data and logged in the staff development, deliberate practice. Evidence will include performance on DE and F&P Data. Also we will look at the early warning signs in order to disaggregate data.

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

The depth of student responses will be the key to the monitoring process. Attendance in school and progress on DE will also

Person Responsible

Ashley McCormick

Schedule

Monthly, from 9/26/2015 to 5/26/2016

Evidence of Completion

Student Data / RTI Data

G2. If we target our lowest quartile in reading, third through eighth grades, and provide intensive, high yield instructional strategies, we will increase student achievement in reading. **1**

G069053

G2.B1 The main issue will surround protecting enough time in order for this to be achieved. Also the alignment to Learning Goals Scales / High Yield Strategies and the technology integration will also prove to be important. **2**

B179455

G2.B1.S1 Create a cross-curriculum platform where Reading Strategies are infused in all content areas. Focus through PLCs on the idea of common assessment in order to ensure all students have the capacity to grow, **4**

S190777

Strategy Rationale

This will create the time and provide the opportunity to transfer, thus learning the content.

Action Step 1 **5**

Training in MYP / high yield strategies and Making Meaning.

Person Responsible

Ashley McCormick

Schedule

Daily, from 8/10/2015 to 5/25/2016

Evidence of Completion

View data from Reading Plus / Lexia / Core Five.

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

Data Discussions and Progress through Reading Plus and Making Meaning.

Person Responsible

Ashley McCormick

Schedule

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

Evidence of Completion

Notes from the data discussion and evidence from RTI meetings. Numbers of students referred for tutoring and numbers of students in failure of failing will also be important here.

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

As Reading is most important the monitoring is weekly and from a variety of sources.

Person Responsible

Ashley McCormick

Schedule

Weekly, from 9/26/2015 to 5/4/2016

Evidence of Completion

Data from Reading Plus / Lexia. Data from the Common Assessments created through the PLCs vision.

G3. If we implement non-negotiable writing standards for each grade level and develop critical and creative thinking skill through the MYP Program whilst embedding ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase. 1

 G069054

G3.B1 Training on new writing standards. Infusion of the MYP Model. Training for all MYP teachers. 2

 B179456

G3.B1.S1 Provide aligned PLC time by grade level to focus on the importance of writing and project based learning and the cross curricular approach through the MYP. 4

 S190778

Strategy Rationale

Exposure to the content and the integration across subject areas will increase the performance.

Action Step 1 5

MYP Staff Development and Project Based Learning training.

Person Responsible

Aletha Dresback

Schedule

Every 6 Weeks, from 9/2/2015 to 5/18/2016

Evidence of Completion

Monthly Writing Prompts

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

View the data from the prompts. Develop the learner profile and view the Unit Plans Developed. We will also use the data from the quarterly assessments to highlight growth.

Person Responsible

Ashley McCormick

Schedule

Every 6 Weeks, from 8/26/2015 to 5/25/2016

Evidence of Completion

We will meet in PLC format to review the data and address the concerns accordingly.

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

Observe and collaborate with our IB Coordinator to ensure the cross curricular piece in writing is done with fidelity.

Person Responsible

Ashley McCormick

Schedule

Every 6 Weeks, from 9/23/2015 to 5/26/2016

Evidence of Completion

Data from the Prompts. In-depth look at the data from quarterly assessments.

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	Train all teachers on the LindaMood Bell Methods.	McCormick, Ashley	10/2/2015	Data discussions and PD Development will be framed from these meetings.	5/26/2016 monthly
G2.B1.S1.A1	Training in MYP / high yield strategies and Making Meaning.	McCormick, Ashley	8/10/2015	View data from Reading Plus / Lexia / Core Five.	5/25/2016 daily
G3.B1.S1.A1	MYP Staff Development and Project Based Learning training.	Dresback, Aletha	9/2/2015	Monthly Writing Prompts	5/18/2016 every-6-weeks
G1.MA1	Data form F&P and from DE.	McCormick, Ashley	9/9/2015	Participation in aligned Professional Development. Evidence from our district work in Balanced Literacy.	5/26/2016 monthly
G1.B1.S1.MA1	The depth of student responses will be the key to the monitoring process. Attendance in school and progress on DE will also	McCormick, Ashley	9/26/2015	Student Data / RTI Data	5/26/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Data Discussions on a monthly basis will be important. Review of the PD Model to ensure fidelity.	McCool, Jessica	10/2/2015	The Evidence will be seen in the data and logged in the staff development, deliberate practice. Evidence will include performance on DE and F&P Data. Also we will look at the early warning signs in order to disaggregate data.	5/26/2016 monthly
G2.MA1	Progress will be charted and shared with parents. Evidence will also be pulled from the data discussions in other content areas.	McCormick, Ashley	9/21/2015	Data from Reading Plus / Lexia /Core Five.	5/26/2016 weekly
G2.B1.S1.MA1	As Reading is most important the monitoring is weekly and from a variety of sources.	McCormick, Ashley	9/26/2015	Data from Reading Plus / Lexia. Data from the Common Assessments created through the PLCs vision.	5/4/2016 weekly
G2.B1.S1.MA1	Data Discussions and Progress through Reading PLus and Making Meaning.	McCormick, Ashley	8/26/2015	Notes from the data discussion and evidence from RTI meetings. Numbers of students referred for tutoring and numbers of students in failure of failing will also be important here.	5/26/2016 monthly
G3.MA1	Will review the School / District writing prompt data and the writing components in the DBQs.	McCormick, Ashley	9/9/2015	Reviewing the evidence for the different assessments to seek alignment.	5/4/2016 quarterly
G3.B1.S1.MA1	Observe and collaborate with our IB Coordinator to ensure the cross curricular piece in writing is done with fidelity.	McCormick, Ashley	9/23/2015	Data from the Prompts. In-depth look at the data from quarterly assessments.	5/26/2016 every-6-weeks
G3.B1.S1.MA1	View the data from the prompts. Develop the learner profile and view the Unit Plans Developed. We will also use the data from the quarterly assessments to highlight growth.	McCormick, Ashley	8/26/2015	We will meet in PLC format to review the data and address the concerns accordingly.	5/25/2016 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we implement a Balanced Literacy approach to include linguistics and language acquisition, in all Kindergarten - Second grade classrooms, then our students will be foundationally ready for the rigor of third grade.

G1.B1 Cross Curriculum planning and the training associated with Linguistics / LindaMood Bell.

G1.B1.S1 Teachers will collaboratively develop and implement a Balanced Literacy and Language approach cross-curricular through the use of Common Formative Assessments.

PD Opportunity 1

Train all teachers on the LindaMood Bell Methods.

Facilitator

Ashley McCormick/ Julie Hudson / Team Leaders

Participants

All pre-k-2 teachers @ Valley Ridge Academy.

Schedule

Monthly, from 10/2/2015 to 5/26/2016

G2. If we target our lowest quartile in reading, third through eighth grades, and provide intensive, high yield instructional strategies, we will increase student achievement in reading.

G2.B1 The main issue will surround protecting enough time in order for this to be achieved. Also the alignment to Learning Goals Scales / High Yield Strategies and the technology integration will also prove to be important.

G2.B1.S1 Create a cross-curriculum platform where Reading Strategies are infused in all content areas. Focus through PLCs on the idea of common assessment in order to ensure all students have the capacity to grow,

PD Opportunity 1

Training in MYP / high yield strategies and Making Meaning.

Facilitator

IB World Training / Linda Mood Bell Training / Making Meaning : Being a Writer Training.

Participants

All Administration team coupled with selected teachers,

Schedule

Daily, from 8/10/2015 to 5/25/2016

G3. If we implement non-negotiable writing standards for each grade level and develop critical and creative thinking skill through the MYP Program whilst embedding ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase.

G3.B1 Training on new writing standards. Infusion of the MYP Model. Training for all MYP teachers.

G3.B1.S1 Provide aligned PLC time by grade level to focus on the importance of writing and project based learning and the cross curricular approach through the MYP.

PD Opportunity 1

MYP Staff Development and Project Based Learning training.

Facilitator

Instructional Literacy Coach / IB Coordinator

Participants

Teachers by grade level

Schedule

Every 6 Weeks, from 9/2/2015 to 5/18/2016

Budget

Budget Data

Budget Data						
1	G1.B1.S1.A1	Train all teachers on the LindaMood Bell Methods.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0502 - Valley Ridge Academy	Other		\$3,000.00
			<i>Notes: Additional funding will be necessary in order to train all teachers on Linguistics / LindaMood Bell.</i>			
2	G2.B1.S1.A1	Training in MYP / high yield strategies and Making Meaning.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$2,500.00
			<i>Notes: Providing training in high yield strategies will be an ongoing ideal.</i>			
3	G3.B1.S1.A1	MYP Staff Development and Project Based Learning training.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$3,000.00
			<i>Notes: SAI</i>			
Total:						\$8,500.00