

School District of Osceola County, FL

P. M. Wells Charter Academy



2015-16 School Improvement Plan

P. M. Wells Charter Academy

2426 REMINGTON BLVD, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	91%

School Grades History

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

**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

N/A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	0

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of PM Wells Charter Academy is to become a high performing community school that engages all students in exemplary teaching and learning experiences that are rigorous, differentiated, meaningful and memorable in a safe and orderly environment. PMWCA provides a network of support to implement an educational model focused on data-driven instruction and student achievement. It is through the articulation and communication of academic progress that all stakeholders begin to understand the process for creation of an academic environment that is rigorous yet focused on increasing student achievement for all.

Provide the school's vision statement

The vision of PMWCA is to create and maintain a culture, in partnership with our families and community, where everyone is a learner, everyone is a teacher, everyone is a leader and everyone is involved. PM Wells Charter Academy believes that all students want to learn, can learn, and want to be successful. PMWCA will provide a rigorous and thoughtful academic program designed to enable students to transition to higher education and successfully work toward becoming college and career ready. Researched based strategies and frequent assessments provide continuous monitoring of student progress. CSUSA's guaranteed viable curriculum, our educational model and extensive use of technology will prepare students to succeed.

School Environment

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

PM Wells Charter Academy is a school of choice and draws students from many different countries especially from Puerto Rico. Statistics for 2015-2016 indicate that 73.06 percent of students were Hispanic, 8.69 percent were Black or African American, 1.58 percent were Asian, American Indian .11, Multi-Race 3.61, and 7.67 percent were White, making our culture predominately Hispanic. We hold evening events to bring parents into the school and plan monthly curriculum activities which celebrate the cultures of the different countries. A majority of the staff speaks Spanish and we are able to discuss concerns with parents in their home language. Important correspondence is sent to parents in English and Spanish. Students are encouraged to share their knowledge of customs and traditions through academic endeavours.

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

PM Wells, along with all CSUSA Charter schools has implemented a character development program based upon The Responsive Classroom approach in elementary and Developmental Design in Middle School. Morning meetings are held in every class K-8 to engage students in responsible and respectful dialogues. Through this program students learn social and emotional skills, build relationships and communities and are utilizing motivating strategies to improve their academics. Teachers use the first 10 days of school to instruct students in expectations, school processes and procedures. Teachers follow a referral process that involves parents almost immediately if student behavior deviates from what is expected. Students are able to earn privileges using a Paw Bucks monetary reward system for positive behavior.

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 classroom goals and expectations posted and reviewed with students. Students also have a student handbook in their agenda which was reviewed at the beginning of the school year. In addition, all classrooms and grade levels are expected to have a positive recognition system in place where students are recognized for doing right. As a school, we implement a positive behavior system where students can earn "paw bucks" which can be used at a later time to receive a reward for doing right, such as homework passes, dances, eat with the teacher, etc. If a student is struggling to maintain the expectations, then a system is in place for teachers to offer warnings, call parents, hold parent meetings, detention, time out, or even refer the student to administration.

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

Our Student Services Coordinator works with teachers to identify student needs and provides strategies for teachers, meets with students, and involves parents. Through our Families in Transition program, students who are also in living transition are identified by our registrar and Student Services Coordinator to help assist students with needs related to school and home needs. Uniforms, backpacks and school supplies are on hand to assist students in need to help ensure all their basic needs are met.

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

Students at PMWCA take the NWEA standardized test 3 times a year to measure their academic growth against the nation. They also take a monthly assessment. We monitor academic growth by requiring a certain number of mastery growth per quarter. CSUSA has a policy that students may improve their skills and retake assessments after a period of remediation. The attendance rate at PMWCA has always hovered around 95-98 percent. The suspension rate is 3-5%.

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	6	7	8	
Attendance below 90 percent	1	2	1	0	1	0	8	4	0	17
One or more suspensions	6	0	0	0	1	5	9	7	2	30
Course failure in ELA or Math	8	10	16	3	1	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	43	40	33	36	69	20	241

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Intervention strategies include small group instruction or one to one as needed with a teacher. Tutoring groups are created based on skill deficits in the classroom and in the school's formal tutoring program. Different computer programs such as Reading Eggs, Plato, Think Through Math, and Reading Plus are used during the day, in the tutoring programs, and at home.

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?

Yes

PIP Link

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

Description

Weekly communication with parents on upcoming activities in the Panther Praise. PMWCA distributes a monthly newsletter, and uses a mass phone call/text message system to get important information to parents.

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

Administration works closely with parents and the local community to establish a welcoming environment. Newsletters are sent monthly. Letters from the principal and flyers advertising upcoming school and community events are sent home through mass emails and through teacher invitations. Parents are encouraged to come in and volunteer in the classrooms to engage students in reading and math activities. Business Partners are invited to support school projects.

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
Patterson, Patricia	Principal
Hall, Reagan	Assistant Principal
McKeon, Kathryn	Dean

Duties

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

The ESE Facilitator, with the School Psychologist and Curriculum Resource Teachers, work with the teachers to help with implementing interventions and coaching to meet the needs of individual students. The Principal and Assistant Principal monitor the process and data along with supporting the meetings to assure our students needs are being met through MTSS.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Teachers meet monthly with the MTSS Problem Solving Team to discuss current data and student progress. Teachers have access to NWEA Assessments, Common Monthly Assessments, tutoring and small group work in classrooms to support students who are struggling with academics. Tiers 1 and 2 are handled at the teacher level and Tier 3 is supported by a resource teacher who pushes into classrooms to assist students.

We are a Title 1 school and are able to offer each student a nutritious breakfast and lunch provided by the National School Lunch Program (NSLP). There is no cost to any of our students for breakfast, lunch or snacks. The NSLP provides free lunch for 100% of our students. Title 1 funds help with instructional resources such as curriculum and supplemental tutoring services. These resources enable us to extend learning past regular school hours.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Patricia Patterson	Principal
Dawn Thompson	Parent
Lisa Jaczko	Parent
Delia Griffin	Education Support Employee
Delma Munoz	Teacher
Christie Miller	Teacher
Jacqueline Alvarado	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

The SAC Team met in May of 2015 to review the needs of the school and to discuss completion of the goals for the year. In addition new goals were proposed. Feedback from parents was used to determine which curricular programs and student needs should be addressed in the 2015-2016 plan.

Development of this school improvement plan

It was decided at the May 2015 planning meeting that monthly meetings would be held beginning in September 2015 where the PIP Plan would be shared with parents. Sub-committees will be formed as volunteers are available to serve. All expenditures from this plan will be shared with parents monthly. Members of the team will be notified by mass email, newsletters and the school marquee. All members have input and approval of the final draft.

Preparation of the school's annual budget and plan

The PIP Plan developed in May 2015 included a recommended budget. That plan calls for all expenditures from the plan to be shared with parents monthly. Members of the team will be notified by mass email, newsletters and the school marquee of meetings. All PIP members will have input and approval of final plan and budget.

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

Funds provided were used as follows:

\$3,000 incentives (teacher and students)

\$27,000 SmartsBoards

\$3,000 picnic tables

Food for parent groups during meetings

Materials and supplies

Teacher training including substitutes

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
Patterson, Patricia	Principal
McKeon, Kathryn	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Five objectives were suggested to support school literacy goals and increase student reading both for academic pursuits and pleasure. The educational model utilized by this CSUSA Charter School is built upon common core standards. Every member of the staff was trained prior to school opening on the standards for their grade and the expectations of how curriculum will be delivered to students. 1) Students will be introduced to and engaged in fluency and building a vocabulary at every level; 2) Cross curricular instruction using standards will be utilized; 3) differentiated instructional strategies will be delivered to students at all levels of achievement; 5) students will have to apply the common core standards before mastery can be achieved.

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

Every grade level, K-8, has a team leader who will support their teachers and assist with the professional development of new and returning teachers. A TLC Coach is appointed to assist teachers in completing all licensing requirements. Team meetings are held weekly and faculty meetings are held weekly or as needed to support the instructional program. Data chats are held weekly to discuss academic concerns

of students. Two Curriculum Resource Teachers, an ESOL facilitator and an ESE Facilitator are available daily to assist.

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

Charter Schools USA provides each of our schools with the certified candidates through our Human Resource Department by advertising through recruitment websites. We retain our effective teachers by providing them with a positive academic environment, continuous training in the newest instructional strategies, Professional Learning Communities and network support from other CSUSA schools in the area.

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

Charter Schools USA provides new teachers with TLC support that includes pairing with a mentor teacher who aids in the completion of certification requirements such as a teaching portfolios.

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 Educational Team at the CSUSA Support Center collaborates with regional curriculum resource specialists, school based curriculum specialists and school based teachers to create a guaranteed and viable curriculum map which is aligned to common core standards at each grade level and for each subject. Weekly, teams meet and plan to assure all teachers are on target for mastering the grade level standards. Teachers track student academic practice as formal assessments are given.

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

We have a team who dissects the data for our students. Teachers meet with administration twice a month to discuss data and progress. The MTSS team meets with teachers monthly to assure interventions are in place and working to meet the needs of students. Tutoring is provided before, during and after school for all students working below grade level. A gifted/talented class is established in the K-5 grade levels and advanced classes are offered in the middle school. Programs such as Plato, Think Through Math, Reading Plus, and Achieve 3000 are used to instruct students at 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: 13,500

Students are assigned in small group settings by grade level and ability level. Certified teachers provide support in reading and math.

Strategy Rationale

Many students have difficulty focusing and staying on task when in a large group of students. By creating small groups students have more one on one instruction with teachers and often feel safer in responding to questions.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hall, Reagan, rhall@pmwellscharter.org

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

NWEA Assessments are given three times a year and Common Monthly Assessments are given monthly.. Students working below grade level will remain in tutoring until they are able to demonstrate grade level proficiency.

Strategy: Extended School Day

Minutes added to school year: 2,500

CRTs and team leads plan and deliver professional development (PD) to our teachers and staff every Wednesday and on teacher work days. Grade level teachers meet once a week to collaborate on instructional/lesson planning.

Strategy Rationale

Teachers within the academic environment are familiar with the Community, parents, and culture. This allows them to tailor a program for extended learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hall, Reagan, rhall@pmwellscharter.org

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

Charter Schools USA has teachers complete a Deliberate Practice Plan (DPP) every year. The plan specifies professional development opportunities determined by administrator observations and evaluations.

Strategy: Extended School Day

Minutes added to school year: 2,200

Middle school students participate in art and music clubs afterschool.

Strategy Rationale

Students in middle school often do not have the opportunity to engage in the arts due to the need for intensive reading and math classes required by the state.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Hall, Reagan, rhall@pmwellscharter.org

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

Continuous student participation and stakeholder feedback

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

Administration works with the receiving high schools to assist parents and students in choosing the proper high school for our outgoing 8th graders. Students take field trips to community schools or speakers from the high schools visit PMWCA. Many high schools send brochures or their band or chorus to visit sending 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

Eighth grade teachers work cooperatively with the high schools to discuss high school course requirements, grading, extended learning opportunities, arts, and sports. Career fairs are held as appropriate and guest speakers are invited to share information about current job requirements and responsibilities.

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

PMWCA offers gifted/talented classes in elementary, and advanced and intensive courses in middle school. Students make connections between subjects and their future by participating in activities such as field trips to the high schools or listening to speakers from the high schools. In the area surrounding this school two unique schools exist. One is the Osceola School of the Arts and the other is TECO which is a technology STEM school.

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

PMWCA has two technology teachers which teach many skills that are applicable to careers. PMWCA is a school that has ready access to technology and many academic assessments are given on computers. Two arts teachers provide training in skills that encourage brain growth and opportunities to develop creative thinking.

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

PMWCA provides algebra classes and is considering geometry and biology classes to assist with transition to high school. Teachers use many opportunities through the academics to encourage problem solving and discussion of relevant current events. Reading, note taking and writing are considered critical to student success in high schools.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

PMWCA was identified as an "A" school for the 2013-2014 school year. State data is unavailable at this time for 2014-2015. Analysis of all data indicates that PMWCA still has a need to increase math, reading and science.

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.

PMWCA believes that part of the reason that students do not score higher in reading is because they do not read for pleasure. They prefer to use technology resources and participate in sports. Students often develop a fear or dislike of math early on in elementary which causes deficits. As they progress through school they continue to accumulate deficits rather than overcoming their deficiencies.

School Improvement Goals


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Eighty percent of students will increase their outside reading for pleasure by 10% as measured by the Reading Challenge.
- G2.** Students will improve grade level proficiency in all academics by 12%

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. Eighty percent of students will increase their outside reading for pleasure by 10% as measured by the Reading Challenge. 1a

G069201

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal 2

- Classroom libraries
- After school tutoring using high interest materials
- Incentives for increasing reading as measured by the Reading Challenge
- Books sent home for summer reading
- Parent University to assist parents in promoting reading for pleasure

Targeted Barriers to Achieving the Goal 3

- Lack of access to libraries
- Lack of home computers
- Low student interest due to video games
- Failure of parents to ensure that students meet their reading goals

Plan to Monitor Progress Toward G1. 8

Students will use computers daily in classrooms

Person Responsible

Reagan Hall

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Reading Plus is the application which will track usage and growth

G2. Students will improve grade level proficiency in all academics by 12% 1a

G069202

Targets Supported 1b

Indicator	Annual Target
Math Gains	36.0
Math Lowest 25% Gains	10.0
AMO Reading - All Students	74.0
Certified in Field	90.0
Developing Teachers (Performance Rating)	100.0
Attendance Below 90%	2.0

Resources Available to Support the Goal 2

- Think through Math Program
- Mathletics
- Reading Plus
- Before and after school academic tutoring programs

Targeted Barriers to Achieving the Goal 3

- Teacher instructional barriers will require extensive training due to 50% staff turnover.

Plan to Monitor Progress Toward G2. 8

Monitor attendance K-8 on a monthly basis.

Person Responsible

Kathryn McKeon

Schedule

Monthly, from 9/15/2014 to 5/15/2015

Evidence of Completion

The registrar will provide accumulated attendance given to the principal by teachers. Point person will allocate positive rewards.

Plan to Monitor Progress Toward G2. 8

Monitor teacher attendance at PLC's. Observe instruction of standards based teaching.

Person Responsible

Patricia Patterson

Schedule

Weekly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Attendance logs, observations, teacher feedback conferences, and monitoring of increased student performance.

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. Eighty percent of students will increase their outside reading for pleasure by 10% as measured by the Reading Challenge. **1**

 **G069201**

G1.B1 Lack of access to libraries **2**

 **B179981**

G1.B1.S1 Using computers on site **4**

 **S191273**

Strategy Rationale

Provide computer resources for student use

Action Step 1 **5**

Work with teachers to provide resources in classrooms

Person Responsible

Reagan Hall

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Number of books will be recorded on a tracker

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

Parents will be reminded monthly to turn in reading logs

Person Responsible

Reagan Hall

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Reading logs will be tallied monthly

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

Training will be given to parents to help them build comprehension skills

Person Responsible

Reagan Hall

Schedule

On 6/9/2016

Evidence of Completion

Attendance will be taken at Parent University

G1.B2 Lack of home computers **2**

 B179982

G1.B2.S1 Parents will continually be reminded of school and district policies. **4**

 S191274

Strategy Rationale

Informed parents are more able to assist with student positive behavior.

Action Step 1 **5**

Administration and PTC will send home monthly updates through newsletters and emails.

Person Responsible

Patricia Patterson

Schedule

Weekly, from 8/24/2015 to 6/9/2016


Evidence of Completion

Printouts of behavior are available in FOCUS.

G2. Students will improve grade level proficiency in all academics by 12% **1**

 G069202

G2.B1 Teacher instructional barriers will require extensive training due to 50% staff turnover. **2**

 B179985

G2.B1.S1 Professional Learning communities will be used to assist teachers with learning standards for their particular subject areas. **4**

 S191275

Strategy Rationale

Research shows that training through professional learning communities will significantly raise student academic achievement.

Action Step 1 **5**

A calendar of meetings will be developed to provide consistent support for teachers.

Person Responsible

Kathryn McKeon

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Agendas, logs and minutes will document attendance.

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

Teachers will be trained on Florida Common Core Standards and approved assessment instruments.

Person Responsible

Kathryn McKeon

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Scores from all assessments will be monitored by teachers through trackers posted in classrooms.

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

Each classroom will have trackers for assessments showing class progress and individual student progress.

Person Responsible

Patricia Patterson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Test data will be downloaded into Excel so that teachers can easily manage results.

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	Work with teachers to provide resources in classrooms	Hall, Reagan	8/24/2015	Number of books will be recorded on a tracker	6/9/2016 weekly
G1.B2.S1.A1	Administration and PTC will send home monthly updates through newsletters and emails.	Patterson, Patricia	8/24/2015	Printouts of behavior are available in FOCUS.	6/9/2016 weekly
G2.B1.S1.A1	A calendar of meetings will be developed to provide consistent support for teachers.	McKeon, Kathryn	8/18/2014	Agendas, logs and minutes will document attendance.	5/29/2015 weekly
G1.MA1	Students will use computers daily in classrooms	Hall, Reagan	8/31/2015	Reading Plus is the application which will track usage and growth	6/3/2016 biweekly
G1.B1.S1.MA1	Training will be given to parents to help them build comprehension skills	Hall, Reagan	8/24/2015	Attendance will be taken at Parent University	6/9/2016 one-time
G1.B1.S1.MA1	Parents will be reminded monthly to turn in reading logs	Hall, Reagan	8/24/2015	Reading logs will be tallied monthly	6/9/2016 monthly
G2.MA1	Monitor attendance K-8 on a monthly basis.	McKeon, Kathryn	9/15/2014	The registrar will provide accumulated attendance given to the principal by teachers. Point person will allocate positive rewards.	5/15/2015 monthly
G2.MA1	Monitor teacher attendance at PLC's. Observe instruction of standards based teaching.	Patterson, Patricia	9/15/2014	Attendance logs, observations, teacher feedback conferences, and monitoring of increased student performance.	5/15/2015 weekly
G2.B1.S1.MA1	Each classroom will have trackers for assessments showing class progress and individual student progress.	Patterson, Patricia	8/18/2014	Test data will be downloaded into Excel so that teachers can easily manage results.	5/29/2015 weekly
G2.B1.S1.MA1	Teachers will be trained on Florida Common Core Standards and approved assessment instruments.	McKeon, Kathryn	9/8/2014	Scores from all assessments will be monitored by teachers through trackers posted in classrooms.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Students will improve grade level proficiency in all academics by 12%

G2.B1 Teacher instructional barriers will require extensive training due to 50% staff turnover.

G2.B1.S1 Professional Learning communities will be used to assist teachers with learning standards for their particular subject areas.

PD Opportunity 1

A calendar of meetings will be developed to provide consistent support for teachers.

Facilitator

Maritza Rodriguez

Participants

All teachers at PM Wells.

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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