Bellalago Charter Academy

2015-16 School Improvement Plan

Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

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	No	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	81%

School Grades History

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

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

Our Mission at Bellalago Academy is to achieve lifelong learning by exploring education that is anchored in excellence.

Provide the school's vision statement

We, the Mariners of Bellalago Academy, will accomplish our mission by creating a challenging learning environment, fostering mutual respect, honoring diversity, and establishing a safe, nurturing community.

School Environment

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

Teachers build relationships with students in many ways. One way is by the teachers taking advantage of parent communications tools such as remind.com, writing in the student agenda, utilizing of our improved school website, and holding parent/teacher conferences when requested. Parents have the opportunity to enroll in our new FOCUS system, which will give parents more access to their children's grade and allow parents to e-mail the teacher directly. All of these efforts will allow parent communication with the teacher which in turn will build relationships with the students. Teachers also participate in after school activities such as the Fall Festival and attending athletic events. This allows the parents, teachers and students to interact outside of the normal class day.

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

At Bellalago, we follow and promote the five (5) Anchors of Success: Respect, Kindness, Responsibility, Teamwork, and Integrity. Staff members encourage positive interactions from all students which support the 5 Anchors of Success. Bellalago Academy staff members participate in a positive referral program. Any staff member can fill out a referral for a student who is seen or has shown positive attitudes, behaviors or actions that support the Anchors of Success while on campus. We have two staff members who serve in the role as dean of students. These individuals, along with the administrative and leadership team, are visible before, during and after school. Everyone is available to see a student should the need arise. Bellalago Academy also has a School Resource Officer three days a week. The SRO is visible on campus throughout the day and supports the school should any need arise.

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

Bellalago Academy follows a behavior intervention program called, Time To Teach. Time To Teach is a consistent classroom management system that recovers precious instructional time and fosters the relationships between teachers and students. Students must have a conversation with the teacher upon re-entry into the classroom to discuss the reason for the chosen behavior and how to prevent this behavior from occurring again. Teachers received training with this program. The school Dean of

Students provides trainings for new teachers and refresher training for those in need of additional support with the program.

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

Two school counselors are available daily to all of our students. School counselors also coordinate outside services to support our students in need.

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

-After 3 absences, teachers are responsible for contacting parents concerning attendance. Students are then referred to the Attendance clerk, who continues to monitor attendance.
-Students are placed on an Individual Behavioral Plan.
-GAP Recovery and tutoring for course failure.
-Students in middle school are placed in Intensive Reading and/or Intensive Math classes.
-Students in elementary are placed in intensive remediation through MTSS

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	0	1	1	1	1	1	4	8	4	21
One or more suspensions	1	4	5	12	15	12	9	13	14	85
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	27	19	24	29	29	31	159
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level							Total
	1	2	3	4	5	6	7	
Students exhibiting two or more indicators	1	1	1	1	1	5	3	13

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

An Intervention Problem Solving Team (PST) meets weekly to look at student data and make decisions
regarding support needs based on what the data shows as well as teacher and parent input.
Star Testing is used to determine student performance levels, the level of support needed for a student as well as to progress monitor the intervention that is being given throughout the year.
Based on what the data shows, the student will be given either differentiated instruction within Tier 1, small group instruction in Tier 2 or one on one/small group pull-out support from a Para-Professional for Tier 3 intervention.

After school and during school remediation are provided for students identified as in need of remediation.

attendance meetings are held with parents of students who are chronically tardy or absent to create a plan for getting the student to school and on time.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

-The school holds various events throughout the year including but not limited to parent information nights, reading nights, meet the teacher, festivals, book fairs and other activities as decided annually.
-The school has an active SAC and PTO.
-The school website contains information which also includes links to various resources for parents, students, community and staff.
-The school participates in a Partners in Education program, in which we partner with area businesses who provide support for students and student achievement.
-the Foundation for Osceola Education works with the school to provide resources as needed.
-AV Homes partners with the school to provide resources and to assist in communication with the community.
- The Mariner's Log Parent Newsletter is distributed monthly to keep parents informed of upcoming events, resources and other important information.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

-The school participates in a Partners in Education program, in which we partner with area businesses who provide support for students and student achievement.
- A business partner liaison meets with area businesses to create a business partner plan for the current school year.
- Bookmark Reading Buddies is utilized with struggling 3rd grade students. Community member come in weekly to work one-on-one with a struggling student to help increase their reading skills.

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
Honeycutt, Wendy	Principal
Ferguson, Mark	Assistant Principal
Torres, Millie	Dean
Clarke, Nuria	Guidance Counselor
Saunders, Danielle	Guidance Counselor
Troop, Marie	Instructional Coach
Lourcey, Sue	Instructional Coach
Armour, John	Dean
Rodgers, Kelly	Assistant Principal

Duties

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

Elementary School counselor -MTSS Coach-facilitate meetings, assemble testing packet, communicate with parents regarding their student's MTSS needs and progress-part of the PST
School Psychologist – assesses student's academic and behavioral needs using diagnostic tools and observations-provides recommendations to the PST regarding a student's level of support based on testing/observation outcomes-part of the PST
Reading/Math Coaches-Provide support to the teachers regarding Tier 1 curriculum and instruction, Tier 2 & Tier 3 interventions and progress monitoring-Part of the PST
Elementary & Middle School Deans-Provide support for behavior interventions-creating behavior plans and facilitating the progress monitoring of them-part of the PST
Administration-sit in on PST meetings in order to communicate any instructional concerns to teachers/staff, help to insure that curriculum and interventions are being provided to students with fidelity-part of the PST

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

An Intervention Problem Solving Team meets weekly to look at student data and make decisions regarding support needs based on what the data shows as well as teacher and parent input
Star Testing is used to determine the level of support needed for a student as well as to progress monitor the intervention that is being given
Based on data the student will be given either differentiated instruction within Tier 1, small group instruction in Tier 2 or one on one pull-out support from a Para-Professional
Bellalago Academy participates in the "Families in Transition" program established at the district level. Parents complete a Domicile questionaire. The guidance counselors are in contact with the district and the families.
Bellalago Academy receives SAI funding directly from the state. Funding is used to support additional teaching units, ELL and ESE paraprofessional units, and other positions necessary to provide adequate instruction for all students.
Safe Schools funding supports an onsite School Resource Officer. Time to Teach classroom management and anti-bullying initiatives are also funded.
Bellalago Academy participates in the federally funded district food program.

Bellalago Academy currently supports two CTE programs in the Middle school levels, Computer Applications and STEM.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Education Support Employee
Wendy Honeycutt	Principal
Dr. Christina Aleksic	Parent
Judy Taylor	Teacher
Lauren Taylor	Teacher
Sue Lourcey	Education Support Employee
Janet Toy	Teacher
Cathy Hunt	Parent
Sylvia Vigo-Smith	Teacher
Ingrid Murray	Parent
Madelyn Rodriguez	Parent
Ruth Douvres	Teacher
Ilda Martins	Teacher
Janine Andrae	Parent
Shina Richburgh	Parent
Deyania Rawlins	Parent
Cindy Arnold	Business/Community
Ysmenia Rosario	Teacher
Latasha Nickelson	Teacher
Brenda Bustamantes	Teacher
Jessie Shourds	Teacher

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

SAC meets to review the plan monthly. They discuss strategies that worked and where they feel improvement is needed. The SIP is updated accordingly. SAC will meet on September 14, 2015 to finalize and approve the SIP for 2015.

Development of this school improvement plan

The SAC begins discussing SIP goals and strategies at the final meeting of the previous year and again at the first meeting of the new year. Half way through, usually January, the SAC reviews and amends the plan based on current student data.

Preparation of the school's annual budget and plan

SAC will discuss areas that need the greatest improvement and resources available to assist students to determine where funding will be allocated.

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

SIP funds are extremely limited. Funds are allocated based on need. School Faculty and Staff must complete a SAC/SIP Funds Request. The requests will be presented to the SAC, discussed and voted on. Allocations are based on these requests. All requests must correlate to the SIP.

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

No

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

SAC will continue to recruit parents/community members at school events.
Reminders will be sent home with students.
Bellalago will utilize School Messenger and Remind outdials to remind stakeholders about meetings.
Meeting dates are posted on the marquee, in the newsletter, and on the Website.
Offer incentives to students who's parents attend SAC meetings.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Honeycutt, Wendy	Principal
Johnson, Amberlee	Teacher, K-12
Cooke, Kelsey	Teacher, K-12
Maniace, Renee	Teacher, K-12
Mynczywor, Megan	Teacher, K-12
Crespo, Olga	Teacher, K-12
Troop, Marie	Instructional Coach
Taylor, Judith	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

-One of the goals is to promote more parent and school communication. The committee will be analyzing the SIP to look at weaknesses and strengths and come up with ideas that will help with meeting the school goals.
-Parent Meetings - parents will be offered the opportunity to go review the new standards for learning, review the new state assessment and be given strategies on how to help their child succeed.
-Literacy Committee Book Study-Book choice, "Comprehension Shouldn't Be Silent"
-Book Choice-"20 Literacy Strategies to Meet the Florida Standards"
-School-wide book fair including a special event inviting kindergarten and first grade parents to help promote early literacy.

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

The school has established Professional Learning Communities within grade levels and departments. Professional Learning Communities will build consensus and create a better understanding of the standards and grade level expectations. Grade Level teams and departments meet a minimum of 3 Wednesdays per month to discuss items including: Common assessments, Common planning of a lesson (or a unit, etc.), Discussion about recent data (STAR, formative, last chapter test), Reviewing STANDARDS and how they relate to our district, school and classroom goals and reviewing fsassessments.org

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

Strategies include:
Professional development presented at District office.
Professional development presented at school.
Mentoring programs at school level.
Collaboration with colleagues.
Administrative support.
Administration and the Leadership team as well as Dept and Grade level chairs will help facilitate these strategies.
Teachers work in grade level and vertical PLC teams to support one another. New teachers to the school are assigned a mentor teacher to help them as they become familiar with the facility and resources available.

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

All newly hired teachers are assigned a buddy, "Bellalago Shipmate", as a resource and point of contact. Meetings are held throughout the year to answer questions, provide mentorship and support for all newly hired staff to include classroom management, curriculum and orientation to school initiatives. In addition, teachers holding a temporary certificate are assigned a peer mentor. The peer mentor assists the teacher working to complete the Professional Development New Educator Training portfolio. The portfolio consists of required in-service, observations, work samples, and state tests in which the new educator demonstrates competency for the sixteen required competencies of an effective teacher. Mentors meet minimally two times each semester observing and providing feedback for the new educator. Mentors are selected by administration and must have demonstrated a minimum of three years as an effective teacher and must complete Clinical Educator training. Peer mentors are assigned by content area or grade level pairs.

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 follows district and state guidelines, utilizing state adopted curriculum, district curriculum maps, using state standards to drive instruction. Teachers have a resource called CPalms that will guide them as they teach our students the Florida Standards on a daily basis and monitor for proficiency of these standards.
Administrators take part in classroom walkthroughs, informal and formal observations. Academic

coaches do walkthroughs in classrooms and give teachers positive feedback on their lessons. Bi-monthlyleadership meetings afford the team time to look at trends identified during walkthroughs and observations.

Lesson plans are filed electronically and contain standards being taught during each lesson. These are monitored by administration.

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

In grades 1 - 8, all students take the STAR test a minimum of 4 times per year. Kindergarten students take a similar test called STAR Early Literacy. These tests are formative in nature so that teachers can identify strengths, weaknesses and improvements in the areas of math and reading. After each session is administered, teachers are provided with immediate feedback and based on the results the teacher modifies instruction to meet the needs of his/her class and individual students. Students below level in reading and math (as indicated on the FSA or STAR) are enrolled in Intensive classes for each subject. Students receive additional activities and instruction to help remediate and close the instructional gap as they strive to become proficient in math and reading. Students showing 2 years or below grade level in reading and math receive additional support through the MTSS process.

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: 7,920

Provide before and after school tutoring in Math, Science, ELA, and Algebra 1

Strategy Rationale

To increase student success and provide ongoing progress monitoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Honeycutt, Wendy, honeycuw@osceola.k12.fl.us

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

Data is taken from STAR Enterprise Math & Reading, Classroom assessments, CIM, AR Testing, Data Director for Science, Kidbiz/Teenbiz, State data bank, FAIR

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

Bellalago Academy follows the Pupil Progression Plan for the School District of Osceola County. We do not have preschool at Bellalago but are the next step for students living in our zone as they begin kindergarten. This is supported by the school hosting Kindergarten Round-up in the spring prior to the next school year.

Bellalago hosts a 6th grade parent information night for incoming 6th graders and their parents. Here they are exposed to the expectations of 6th grade and middle school in general. Outgoing 8th grade students are visited by school counselors from their zoned school to select electives and and ask questions regarding their upcoming 9th grade year. Students can also attend open house for their zoned high school and it is advertised at Bellalago Academy. 8th grade students are also given orientations to Osceola County's magnet high schools, PATHS and OCSA,

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

The school promotes career planning so that each student's course of study is personally meaningful offering electives for all students. These electives are as follows: STEM, AVID, Chorus, Drama, Art, Computer Education, Peer Counseling, Band, Team Sports and Health.

The school promotes academic planning so that each student's course of study is a personally meaningful offering rigorous courses and promotion of post-secondary education. The promotions and courses are as follows: AVID – school wide college awareness week, college banners and information in all middle school classrooms; Career Day, Honors and Advanced Courses, Advanced Reading.

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

Teachers use real-world situations and problems to be solved that correlate with their current learning in each integrated class. Students are able to apply their new knowledge along with previous knowledge to see the relationship between their subjects as it relates to their future.

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

The school promotes career planning so that each student's course of study is personally meaningful offering electives for all students. These electives are as follows: STEM, AVID, Chorus, Drama, Art, Computer Education, Peer Couonseling, Band, Team Sports and Health.

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

The school promotes academic planning so that each student's course of study is personally meaningful

offering rigorous courses and promotion of post-secondary education. The promotions and courses are

as follows: AVID – school wide college awareness week, college banners and information in all middle

school classrooms; Career Day, Honors and Advanced Courses, Advanced Reading.

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.

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.   All students engaged in rigorous CORE ELA instruction. Within ELA classrooms there will be an increase in time on task and differentiated instruction.

G2.   PLC's will build consensus and create a richer understanding of the purpose of PLC's and ensure that data driven decisions are being made as evidenced by common assessments.

G3.   Increase student proficiency in ELA, math and science concepts by increased rigor and text complexity.

Strategic Goals Detail

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

G1. All students engaged in rigorous CORE ELA instruction. Within ELA classrooms there will be an increase in time on task and differentiated instruction. 1a

G069349

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal 2

- Interventions Coaches Differentiated instruction Small group instruction

Targeted Barriers to Achieving the Goal 3

- Teachers need to improve proficiency in knowledge of collaborative data analysis

- Understanding clear and measurable goals

- Teachers need to be more proficient in use of ELA standards

- Under-utilization of intervention resources within the Reading curriculum

Plan to Monitor Progress Toward G1. 8

Review of data from common assessments
Review of Lesson Plans

Person Responsible

Wendy Honeycutt

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Minutes from Meetings iObservation Professional Development Sign-in

G2. PLC's will build consensus and create a richer understanding of the purpose of PLC's and ensure that data driven decisions are being made as evidenced by common assessments. `1a`

`G069350`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Grade level data, school-wide data, county-wide data, state data, PLC conference attendees - AP, Reading Coach, Math Coach, Dean of Students

Targeted Barriers to Achieving the Goal `3`

- Purpose of PLC's unclear to some staff members.

Plan to Monitor Progress Toward G2. `8`

Will meet with PLC's to offer guidance
Walk Throughs

Person Responsible
Wendy Honeycutt

Schedule
Weekly, from 9/2/2015 to 6/1/2016

Evidence of Completion
Attendance sheets and Minutes

G3. Increase student proficiency in ELA, math and science concepts by increased rigor and text complexity. 1a

🔑 G069351

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
FSA Mathematics - Achievement	60.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Administration Instructional Coaches Academic Dean Achieve 3000 Technology Committee STAR Reading/Math Moby Max SumDog Math

- BrainPop

- Curriculum Associates Florida Ready

- SpringBoard

Targeted Barriers to Achieving the Goal 3

- Limited opportunities for teachers to learn all technology options.

- Having appropriate and rigorous non-fiction and fiction text for all grade levels.

- Lack of money to provide technology.

Plan to Monitor Progress Toward G3. 8

TeenBiz/KidBiz
STAR Reading/Math
Accelerated Reader
Moby Max
SumDog Math

Person Responsible

Wendy Honeycutt

Schedule

On 6/9/2016

Evidence of Completion

Data Results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. All students engaged in rigorous CORE ELA instruction. Within ELA classrooms there will be an increase in time on task and differentiated instruction. [1]

🔑 G069349

G1.B1 Teachers need to improve proficiency in knowledge of collaborative data analysis [2]

🔑 B180417

G1.B1.S1 Teachers will practice collaborative data analysis during PLC sessions. [4]

🔑 S191712

Strategy Rationale

Action Step 1 [5]

Teachers will be involved in PLC teams at least 3 times per month during which the analyze current data as a team.

Person Responsible

Kelly Rodgers

Schedule

Monthly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Evidence of the Critical Issues for Team Consideration, including, common assessments, team norms, SMART goals, and proficiency standards.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Understanding clear and measurable goals `2`

🔑 B180418

G1.B2.S1 Teachers will use PLC time to create clear and measurable goals for their lessons/units. `4`

🔑 S191714

Strategy Rationale

Action Step 1 `5`

Teachers will work during PLC meetings to establish clear and measurable goals for lessons/units.

Person Responsible

Kelly Rodgers

Schedule

Every 3 Weeks, from 9/2/2015 to 6/1/2016

Evidence of Completion

monitor STAR data, PLC Team evidence from meetings and common assessments.

G1.B3 Teachers need to be more proficient in use of ELA standards 2

B180419

G1.B3.S1 Teachers and students need to become familiar with the Florida ELA Standards. 4

S191715

Strategy Rationale

To increase student performance based on knowledge of state standards for ELA.

Action Step 1 5

Collaborative planning during Professional Learning Communities.

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Professional Learning Community notes and feedback; follow up meetings with Reading coach.

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

Review lesson plans, walk throughs with timeline correlation.

Person Responsible

Wendy Honeycutt

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, walk through data

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

Administration frequently checking lesson plans and correlating with district timelines.

Person Responsible

Mark Ferguson

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Electronic lesson plans turned into administration weekly.

G1.B4 Under-utilization of intervention resources within the Reading curriculum `2`

🔑 B180420

G1.B4.S1 Teachers will use provided resources for intervention with fidelity. `4`

🔑 S191716

Strategy Rationale

Students in need of extra support in ELA based on data.

Action Step 1 `5`

Teachers will utilize the provided resources for students in need of extra support in ELA.

Person Responsible

Wendy Honeycutt

Schedule

On 6/10/2016

Evidence of Completion

Walk throughs, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Walk throughs, data chats with teachers, collaboration with Reading Coach for support.

Person Responsible

Wendy Honeycutt

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walk through data, data binders with student assessment information

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

MTSS team meetings to review implementation; data review

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/24/2015 to 6/5/2016

Evidence of Completion

MTSS meeting minutes; data review

G2. PLC's will build consensus and create a richer understanding of the purpose of PLC's and ensure that data driven decisions are being made as evidenced by common assessments. 1

🔑 G069350

G2.B1 Purpose of PLC's unclear to some staff members. 2

🔑 B180421

G2.B1.S1 Leadership staff members will attend training to be able to better assist staff with purpose of PLC's and explain the process and purpose of professional learning communities. 4

🔑 S191717

Strategy Rationale

Increased awareness of data, increase in sharing proven best practices for better student data results.

| Action Step 1 | 5 |

Will meet once a week for PLCs Will share key ideas learned at training to staff and choose NORMS for meeting. Will schedule common planning time for each grade level team for 45 minutes daily and 3 Wednesdays per month after school.

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Meeting minutes, unit/lesson plans, scale/rubrics, etc. Notes and attendance roster for meetings.

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

Will meet with PLC's to offer guidance and PD.
Walk Throughs

Person Responsible

Wendy Honeycutt

Schedule

On 6/5/2015

Evidence of Completion

Records/minutes and master schedule

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

Will have effectively collaborated and created common assessments and lessons.
Will reflect on PLC process.

Person Responsible

Wendy Honeycutt

Schedule

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

Evidence of Completion

Proficiency in core subjects will increase as a result of collaboration and effective PLC's.
Data will be reviewed to monitor effectiveness of PLC.

G3. Increase student proficiency in ELA, math and science concepts by increased rigor and text complexity. `1`

🔍 G069351

G3.B1 Limited opportunities for teachers to learn all technology options. `2`

🔍 B180422

G3.B1.S1 Use technology for more rigorous text. `4`

🔍 S191718

Strategy Rationale

Action Step 1 `5`

Teachers and students will receive additional training on how to use technology. PLC's will be structured and dedicated with the purpose of analyzing text and it's complexity across subjects. Train Media Specialist, Kim Taylor, on the TIM-O to createa common language about technology. Kim will provide Lunch-and -Learn opportunities.

Person Responsible

Kelly Rodgers

Schedule

Annually, from 9/2/2015 to 6/1/2016

Evidence of Completion

Lesson plan. Sign in sheets, agenda/minutes Teacher reflection and data collected. Teacher led tech highlights at monthly meetings.

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

Teacher
PLC Facilitator
Administration Barrier
Instructional Coaches

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Classroom Walk Through s

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

Teachers
Administration

Person Responsible

Schedule

Evidence of Completion

Reading and math data would show student improvement. PLC agendas/minutes would reflect discussions.

G3.B1.S2 Dedicate PLC time to assess text .During PLC time teachers will share/collaborate information and ideas on how to use more rigorous text. Use technology when instructing students in reading and math. 4

🔍 S191719

Strategy Rationale

Teachers need to meet and discuss successful strategies using technology in the classroom.

Action Step 1 5

Utilize technology in reading and math when possible. Teachers may observe teachers who utilize technology
in the classroom

Person Responsible

Schedule

Weekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Lesson plans. PLC agendas/minutes. Classroom Walk Throughs

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers
Administration
Instructional Coaches

Person Responsible

Schedule

Evidence of Completion

Lesson PLans PLC Minutes Classroom Walk Throughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Teachers and administration
Instructional Coaches
Administration
Academic Dean
IT Tech

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Walk Through s PLC Minutes/Agendas

G3.B1.S3 Teachers will have the opportunity to observe other teachers who use technology in the classroom for instruction. `4`

🔑 S191720

Strategy Rationale

Sharing best practices, learning from other teachers to create of culture of collaboration.

Action Step 1 `5`

Teachers

Person Responsible

Kelly Rodgers

Schedule

Evidence of Completion

Teacher reflection. Classroom Walk throughs

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G3.B2 Having appropriate and rigorous non-fiction and fiction text for all grade levels. `2`

`B180423`

G3.B2.S1 Teachers will have the opportunity to discuss and use more nonfiction text in their daily instruction. `4`

`S191721`

Strategy Rationale

Coaches will support teachers to use Leveled Readers in all areas of curriculum.

Action Step 1 `5`

Text Complexity
Writing in response to text

Person Responsible

Marie Troop

Schedule

Quarterly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Lesson Plans Classroom Walk-through I-observation

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Text Complexity in all Subject Areas

Person Responsible

Schedule

Evidence of Completion

Lesson Plans I-Observation Walk Throughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Integrating more nonfiction into all subject areas.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans I-Observation Walk Throughs

G3.B3 Lack of money to provide technology. 2

B180424

G3.B3.S1 Teachers will have the opportunity to observe other teachers who use technology in the classroom for instruction in order increase awareness of available technology. 4

S191723

Strategy Rationale

Increased student achievement via technology to help all learners.

Action Step 1 5

Teachers Observing Other Teachers

Person Responsible

Wendy Honeycutt

Schedule

On 6/1/2016

Evidence of Completion

Teachers personally escorted by Instructional Coach Scheduled by Instructional Coach

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Lesson Plans
Classroom Walkthroughs

Person Responsible

Wendy Honeycutt

Schedule

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

Evidence of Completion

Lesson Plans Classroom Walkthroughs iObservatons Increase in test scores on STAR Reading and Math, Science Formatives and Common Assessments

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Lesson Plans
Classroom Walkthroughs

Person Responsible

Wendy Honeycutt

Schedule

Daily, from 8/18/2014 to 8/18/2014

Evidence of Completion

Lesson Plans Classroom Walkthroughs iObservatons Increase in test scores on STAR Reading and Math, Science Formatives and Common 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	Teachers will be involved in PLC teams at least 3 times per month during which the analyze current data as a team.	Rodgers, Kelly	9/9/2015	Evidence of the Critical Issues for Team Consideration, including, common assessments, team norms, SMART goals, and proficiency standards.	6/1/2016 monthly
G1.B2.S1.A1	Teachers will work during PLC meetings to establish clear and measurable goals for lessons/units.	Rodgers, Kelly	9/2/2015	monitor STAR data, PLC Team evidence from meetings and common assessments.	6/1/2016 every-3-weeks
G1.B3.S1.A1	Collaborative planning during Professional Learning Communities.	Honeycutt, Wendy	8/24/2015	Professional Learning Community notes and feedback; follow up meetings with Reading coach.	6/10/2016 weekly
G1.B4.S1.A1	Teachers will utilize the provided resources for students in need of extra support in ELA.	Honeycutt, Wendy	8/24/2015	Walk throughs, lesson plans	6/10/2016 one-time
G2.B1.S1.A1	Will meet once a week for PLCs Will share key ideas learned at training to staff and choose NORMS for meeting. Will schedule common planning time for each grade level team for 45 minutes daily and 3 Wednesdays per month after school.	Honeycutt, Wendy	9/2/2015	Meeting minutes, unit/lesson plans, scale/rubrics, etc. Notes and attendance roster for meetings.	6/1/2016 weekly
G3.B1.S1.A1	Teachers and students will receive additional training on how to use technology. PLC's will be structured and dedicated with the purpose of analyzing text and it's complexity across subjects. Train Media Specialist, Kim Taylor, on the TIM-O to createa common language about technology. Kim will provide Lunch- and -Learn opportunities.	Rodgers, Kelly	9/2/2015	Lesson plan. Sign in sheets, agenda/ minutes Teacher reflection and data collected. Teacher led tech highlights at monthly meetings.	6/1/2016 annually
G3.B1.S2.A1	Utilize technology in reading and math when possible. Teachers may observe teachers who utilize technology in the classroom		9/2/2015	Lesson plans. PLC agendas/minutes. Classroom Walk Throughs	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.A1	Teachers	Rodgers, Kelly	Teacher reflection. Classroom Walk throughs	one-time	
G3.B2.S1.A1	Text Complexity Writing in response to text	Troop, Marie	9/2/2015	Lesson Plans Classroom Walk-through I-observation	6/1/2016 quarterly
G3.B3.S1.A1	Teachers Observing Other Teachers	Honeycutt, Wendy	9/2/2015	Teachers personally escorted by Instructional Coach Scheduled by Instructional Coach	6/1/2016 one-time
G1.MA1	Review of data from common assessments Review of Lesson Plans	Honeycutt, Wendy	8/24/2015	Minutes from Meetings iObservation Professional Development Sign-in	6/10/2016 biweekly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	Administration frequently checking lesson plans and correlating with district timelines.	Ferguson, Mark	8/24/2015	Electronic lesson plans turned into administration weekly.	6/10/2016 weekly
G1.B3.S1.MA1	Review lesson plans, walk throughs with timeline correlation.	Honeycutt, Wendy	8/24/2015	Lesson plans, walk through data	6/10/2016 biweekly
G1.B4.S1.MA1	MTSS team meetings to review implementation; data review	Honeycutt, Wendy	8/24/2015	MTSS meeting minutes; data review	6/5/2016 weekly
G1.B4.S1.MA1	Walk throughs, data chats with teachers, collaboration with Reading Coach for support.	Honeycutt, Wendy	8/24/2015	Walk through data, data binders with student assessment information	6/10/2016 monthly
G2.MA1	Will meet with PLC's to offer guidance Walk Throughs	Honeycutt, Wendy	9/2/2015	Attendance sheets and Minutes	6/1/2016 weekly
G2.B1.S1.MA1	Will have effectively collaborated and created common assessments and lessons. Will reflect on PLC process.	Honeycutt, Wendy	8/18/2014	Proficiency in core subjects will increase as a result of collaboration and effective PLC's. Data will be reviewed to monitor effectiveness of PLC.	6/5/2015 weekly
G2.B1.S1.MA1	Will meet with PLC's to offer guidance and PD. Walk Throughs	Honeycutt, Wendy	8/18/2014	Records/minutes and master schedule	6/5/2015 one-time
G3.MA1	TeenBiz/KidBiz STAR Reading/Math Accelerated Reader Moby Max SumDog Math	Honeycutt, Wendy	8/24/2015	Data Results	6/9/2016 one-time
G3.B1.S1.MA1	Teachers Administration		Reading and math data would show student improvement. PLC agendas/ minutes would reflect discussions.	one-time	
G3.B1.S1.MA1	Teacher PLC Facilitator Administration Barrier Instructional Coaches		Lesson Plans Classroom Walk Through s	one-time	
G3.B2.S1.MA1	Integrating more nonfiction into all subject areas.		Lesson Plans I-Observation Walk Throughs	once	
G3.B2.S1.MA1	Text Complexity in all Subject Areas		Lesson Plans I-Observation Walk Throughs	once	
G3.B3.S1.MA1	Lesson Plans Classroom Walkthroughs	Honeycutt, Wendy	8/18/2014	Lesson Plans Classroom Walkthroughs iObservatons Increase	8/18/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				in test scores on STAR Reading and Math, Science Formatives and Common Assessments	
G3.B3.S1.MA1	Lesson Plans Classroom Walkthroughs	Honeycutt, Wendy	8/18/2014	Lesson Plans Classroom Walkthroughs iObservatons Increase in test scores on STAR Reading and Math, Science Formatives and Common Assessments	6/5/2015 daily
G3.B1.S2.MA1	Teachers and administration Instructional Coaches Administration Academic Dean IT Tech		Lesson Plans Walk Through s PLC Minutes/ Agendas	one-time	
G3.B1.S2.MA1	Teachers Administration Instructional Coaches		Lesson PLans PLC Minutes Classroom Walk Throughs	one-time	
G3.B1.S3.MA1	[no content entered]			one-time	
G3.B1.S3.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All students engaged in rigorous CORE ELA instruction. Within ELA classrooms there will be an increase in time on task and differentiated instruction.

G1.B3 Teachers need to be more proficient in use of ELA standards

G1.B3.S1 Teachers and students need to become familiar with the Florida ELA Standards.

PD Opportunity 1

Collaborative planning during Professional Learning Communities.

Facilitator

Kelly Rodgers

Participants

All Staff

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G1.B4 Under-utilization of intervention resources within the Reading curriculum

G1.B4.S1 Teachers will use provided resources for intervention with fidelity.

PD Opportunity 1

Teachers will utilize the provided resources for students in need of extra support in ELA.

Facilitator

Marie Troop

Participants

All Staff

Schedule

On 6/10/2016

G2. PLC's will build consensus and create a richer understanding of the purpose of PLC's and ensure that data driven decisions are being made as evidenced by common assessments.

G2.B1 Purpose of PLC's unclear to some staff members.

G2.B1.S1 Leadership staff members will attend training to be able to better assist staff with purpose of PLC's and explain the process and purpose of professional learning communities.

PD Opportunity 1

Will meet once a week for PLCs Will share key ideas learned at training to staff and choose NORMS for meeting. Will schedule common planning time for each grade level team for 45 minutes daily and 3 Wednesdays per month after school.

Facilitator

School Leadership Team

Participants

All staff

Schedule

Weekly, from 9/2/2015 to 6/1/2016

G3. Increase student proficiency in ELA, math and science concepts by increased rigor and text complexity.

G3.B1 Limited opportunities for teachers to learn all technology options.

G3.B1.S1 Use technology for more rigorous text.

PD Opportunity 1

Teachers and students will receive additional training on how to use technology. PLC's will be structured and dedicated with the purpose of analyzing text and it's complexity across subjects. Train Media Specialist, Kim Taylor, on the TIM-O to createa common language about technology. Kim will provide Lunch-and -Learn opportunities.

Facilitator

District Trainer Achieve 3000 Trainers Instructional Coaches Kim Taylor

Participants

Teachers

Schedule

Annually, from 9/2/2015 to 6/1/2016

G3.B1.S2 Dedicate PLC time to assess text .During PLC time teachers will share/collaborate information and ideas on how to use more rigorous text. Use technology when instructing students in reading and math.

PD Opportunity 1

Utilize technology in reading and math when possible. Teachers may observe teachers who utilize technology in the classroom

Facilitator

Instructional Coaches Academic Dean

Participants

All Staff Members

Schedule

Weekly, from 9/2/2015 to 6/1/2016

G3.B2 Having appropriate and rigorous non-fiction and fiction text for all grade levels.

G3.B2.S1 Teachers will have the opportunity to discuss and use more nonfiction text in their daily instruction.

PD Opportunity 1

Text Complexity Writing in response to text

Facilitator

Core Connections Facilitators Literacy Coach

Participants

2nd Grade Teachers 3rd Grade Teachers 4th Grade Teachers MS LA

Schedule

Quarterly, from 9/2/2015 to 6/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be involved in PLC teams at least 3 times per month during which the analyze current data as a team.				$0.00
2	G1.B2.S1.A1	Teachers will work during PLC meetings to establish clear and measurable goals for lessons/units.				$0.00
3	G1.B3.S1.A1	Collaborative planning during Professional Learning Communities.				$15,390.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$215.00
			Notes: Math Standards posters for classrooms			
			District-Wide	General Fund		$2,095.00
			Notes: Brain Pop			
			District-Wide	General Fund		$1,400.00
			Notes: Star Math			
			District-Wide	General Fund		$400.00
			Notes: Moby Max Math			
			District-Wide	General Fund		$8,400.00
			Notes: Tutoring Math/Algebra 1			
			District-Wide	General Fund		$2,880.00
			Notes: Curriculum Associates MATH LAFS Ready Florida			
4	G1.B4.S1.A1	Teachers will utilize the provided resources for students in need of extra support in ELA.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$0.00
			Notes: Math Solutions Training			
			District-Wide	Other		$0.00
			Notes: Common Planning w/ Instructional Coach			
5	G2.B1.S1.A1	Will meet once a week for PLCs Will share key ideas learned at training to staff and choose NORMS for meeting. Will schedule common planning time for each grade level team for 45 minutes daily and 3 Wednesdays per month after school.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			District-Wide	Other		$0.00
			Notes: PLC Training Conference-School District			
6	G3.B1.S1.A1	Teachers and students will receive additional training on how to use technology. PLC's will be structured and dedicated with the purpose of analyzing text and it's complexity across subjects. Train Media Specialist, Kim Taylor, on the TIM-O to createa common language about technology. Kim will provide Lunch-and -Learn opportunities.				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$2,000.00
			Notes: Achieve 3000 Training			
			District-Wide	General Fund		$0.00
			Notes: Computer Block classes for 1-5th grades Computer and STEM classes for 6-8th			
			District-Wide	Other		$0.00
			Notes: Office 365 Technology Training			
			District-Wide	Other		$0.00
			Notes: Smart Technologies Training			
			District-Wide	Other		$0.00
			Notes: CPalms Training			
7	G3.B1.S2.A1	Utilize technology in reading and math when possible. Teachers may observe teachers who utilize technology in the classroom				**$0.00**
8	G3.B1.S3.A1	Teachers				**$0.00**
9	G3.B2.S1.A1	Text Complexity Writing in response to text				**$72,175.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$1,361.00
			Notes: National Geographic			
			District-Wide	General Fund		$26,138.00
			Notes: Achieve 3000 Kidbiz and Teenbiz			
			District-Wide	General Fund		$11,100.00
			Notes: Tutoring for Writing/ELA/Reading			
			District-Wide	General Fund		$2,880.00
			Notes: Curriculum Associates ELA LAFS Ready Florida Instruction			
			District-Wide	General Fund		$135.00
			Notes: ELA Classroom Posters			
			District-Wide	General Fund		$4,996.00
			Notes: Rainbow Books-Focusing on Non-Fiction Materials for Media Center			

Budget Data

			District-Wide	General Fund		$1,015.00
			Notes: Mini-Q Binders for SS Classes			
			District-Wide	General Fund		$525.00
			Notes: AVID Weekly			
			District-Wide	General Fund		$6,292.00
			Notes: Renaissance Accelerated Reader			
			District-Wide	General Fund		$4,300.00
			Notes: Star Reading			
			District-Wide	Other		$12,000.00
			Notes: SpringBoard			
			District-Wide	Other		$0.00
			Notes: Rigor Workshop for Teachers and Staff			
			District-Wide	School Improvement Funds		$1,433.00
			Notes: Tutoring for Writing/ELA			
10	G3.B3.S1.A1	**Teachers Observing Other Teachers**				$0.00
					Total:	**$89,565.00**