

Lake County Schools

# Minneola Elementary Conversion Charter School



2015-16 School Improvement Plan

## Minneola Elementary Conversion Charter School

320 E PEARL ST, Minneola, FL 34715

<http://lake.k12.fl.us/moe>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	57%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	45%

### School Grades History

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

With the help of the home and the community we provide a nurturing, supportive, learning environment so students may reach their full potential and become responsible, contributing citizens of the world.

##### **Provide the school's vision statement**

We are Galloping to Success.

#### School Environment

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

Relationships between students, teachers, families and community are important to overall school success. Minneola Elementary Charter has a very active Parent-Teacher Organization that offers many family activities throughout the year. Additionally, teachers are required to make positive parent contact within the first 9 weeks to every family. Ongoing professional development and coaching also helps teachers reflect and evaluate their continuing relationships with students.

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

Our school uses the Positive Behavior Support model which establishes consistent rules and expectations for safe and respectful behavior both on campus and during transportation times. This combines both educational aspects of social/emotional growth and positive reinforcement for students displaying appropriate behavior. We have a "bully box" where students can address concerns about bullying on the campus. We also follow the Lake County Schools Code of Student Conduct to address unsafe or disrespectful 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**

Training on our PBS model occurred during teacher professional development during pre-planning and is reinforced at faculty meetings throughout the year. We have school-wide policies regarding classroom based interventions and administrative events. Teachers use a universal color chart to communicate the child's behavior to families. Additionally, training is given to paraprofessionals to aid in their understanding of universal school rules and procedures. During lunchtime we use a "cup" system which allows us to address class-wide behavior using similar protocols for all teachers. The students' behavior is then reported to the teacher, with an incentive for using appropriate lunchroom behavior. Students are encouraged to display their STARS behavior. This is Safe, Trustworthy, Accountable, Respectful, and Successful. All of these protocols are included in the teacher handbook and staff handbook which is given to all employees. They are also trained on procedures and monitored by administration for implementation.

This year we implemented the Principal's 200 Club. Throughout the year, faculty and staff will receive a ticket in their mailbox. This ticket is to be given out to any student exhibiting exceptional behavior



affiliated with our STARS. The student that receives the ticket will bring it to the office where their name is displayed on a chart in the front office. Once a BINGO is made on the chart those students receive a reward.

**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**

With the assistance of our Guidance Counselor students who are at-risk or have social-emotional needs can be placed in a variety of programs with parent permission. We have the Elementary Mentorship Program where students meet with a caring and screened adult during their lunchtime weekly to help build positive relationships. Those students who are in need of additional counseling can be referred to a therapy program which provides on-site counseling to those students whose parents feel is necessary. Our Guidance Counselor also conducts "Lunch Bunch" groups for students who may need additional help in social-emotional skills. The Multi-Tiered System of Supports is also used when a student has additional needs in this area. Greif Counseling is also available for students in the event it is needed. We also have the Reading PAWS program, which provides support with reading while building self-esteem as the student works to become a better reader.

**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**

Parent Involvement targets for Minneola Elementary include parent participation in after-school events, including parent-teacher nights, Parent-teacher Organization, school festivals, movie nights and other special events. Parents are notified through a variety of media including, phone calls, School Messenger, school Facebook page, Twitter, mobile app, and webpage. Communication also occurs through student agendas, where school-wide behavioral expectations are communicated daily with parents. Parent/Teacher Conferences are also conducted throughout the year to communicate student's progress. Student grades are also available on Skyward. Teachers are required to make a parent phone call if a students grade drops a letter grade.

**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**

A former student secured financial support of our Morning Mile Program with Dan Newlin, local attorney. The program is to help fight childhood obesity. Students may walk every morning earning rewards determined by miles walked. Dr. Wong, local orthodontist, provides car rider tags for us at no cost. A farm has donated the use of a trailer for our participation in the Christmas parade, Kona Ice partners with our PTO to provide refreshments at our PTO events. Additionally, we have partnerships with several local after-school organizations which provide access to many different types of activities, these include; Piano and Guitar lessons, Young Rembrandts, StarBound dance, as well as an education centered

Extended Learning Program. The local VFW has also visited our school to meet with our 5th grade students to discuss the American flag, what the colors mean and how to fold it.

## 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
Watts, Sherry	Principal
Zamora, Guido	Assistant Principal
Dison, Kim	Assistant Principal

#### Duties

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

Sherry Watts, Principal, serves as the Instructional Leader for the building. Collaboration and teaming occurs in with both a leadership team and instructional leaders on campus. The leadership team is comprised of the school Administrators, Guidance Counselor, Literacy Coach, ESE School Specilaist, Curriculum Resource Teacher, ILS and the Testing Specialist. The Instructional Leadership is comprised of teachers from various grade levels and members of the leadership team, which give input on a range of school decisions including curriculum planning, reflective teaching, rubrics and scales, and other vital school decisions. These groups often work together to plan for the direction the school will take in a variety of areas. Instructional and Teacher Leadership is essential to the workings of the school.

***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***

In order to make sure that resources are properly aligned, our Principal works closely with our Charter School Board, bookkeeping, accountant and leadership team to ensure that all resources are aligned to school goals. Personnel resources are determined based upon student enrollment and class size requirements. Additional personnel decisions are based upon the needs to the school as determined by the Principal in consultation with the Charter Board, accountant, and Leadership Team. Meetings with the Charter Board are held on a bi-monthly and as-needed basis. Inventory is maintained through the data entry clerk and bookkeeper that tracks all school equipment. Additional records are maintained through the bookkeeping office.

Exceptional Student Education funds (IDEA Funds) are determined utilizing a team comprised of administration, ESE School Specialist and both general and special education teachers. These teachers utilize data to determine program focus and goals Resources are then purchased to maximize impact for ESE Students. These meetings are held when funds are appropriated and then to review progress towards the goals throughout the remainder of the year. ESE School Specialist keeps an inventory of ESE purchases and distribution.

Our Guidance Counselor coordinates the programs related to McKinney Vento Act and migrant and military students. Our Curriculum Resource Teacher, works with Title I tutoring provided to students

covered under the McKinney Vento Act. They work closely with our school social worker to ensure that the programs, resources, and family services are in place to support the families. The Principal reviews faculty needs through a survey process, data chats, and TEAM evaluations to determine professional development initiatives annually, to include conferences and trainings faculty and leadership members need to attend.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Dr.David Hosman	Business/Community
Ardena Lewis	Business/Community
Lori Sokoloski	Business/Community
Ruth Steckman	Business/Community
William McCoy	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*

Our Charter Board serves as our SAC. The Board evaluated last year's plan and projection for growth. Growth targets were not met. The school has worked closely with all teachers and staff to ensure targeted growth, with monitoring plan was in place; including grade level and classroom goals which will be monitored on a quarterly basis.

*Development of this school improvement plan*

The Charter Board is involved by reviewing, revising and approving the SIP during its intital development. Additionally, The Charter Board will monitor the school improvment plan for implementation and progress.

*Preparation of the school's annual budget and plan*

This is completed at the Charter Board meeting with the assistance of the Principal and Accountant.

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

Annual budget is available on school website.

***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
Watts, Sherry	Principal

## Duties

### ***Describe how the LLT promotes literacy within the school***

Our Literacy Leadership Team is made up of the principal, literacy coach, curriculum resource teacher, media specialist and a teacher representative from the primary and intermediate grade-levels. The LLT plans and organizes the following events:

Celebrate Literacy Week, Superintendent's Reading Challenge, Sunshine State Readers, Complex text across grade-levels. Accelerated Reading Program is promoted in grades K-5. Additionally, reading enrichment is a 40 minute block of time held across the school which allows for students to receive targeted literacy instruction based upon their individual needs.

The principal participates in the Book-It Principal's Reading Challenge, and this year we will hold our First Annual Debra Aragonés Book Drive.

## 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**

Grade Levels Teams have common planning time. Each grade level meets weekly with the support from administration and instructional coaches as necessary. Every two weeks teams are brought to planning meetings in which topics and agendas provided by the leadership team are introduced and monitored. These topics are meant to encourage reflective teaching and collaboration among members within a supported environment. This time also is used to analyze the data from interim assessments and make instructional decisions. Each semester, grade-level planning days are utilized that are 1/2 day long in which the focus is on a particular teaching strategy.

This year we will be implementing a book study through the utilization of Twitter as a means to incorporate technology in the teaching and learning process as well as collaboration among faculty via a digital means.

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

In order to recruit and retain highly effective teachers, our school has implemented a teacher mentoring program where new teachers are paired with an experienced teacher to provide mentoring support. Additionally, through the teacher evaluation system, our teachers have a variety of walk-through coaching and mentoring with our administration. In terms of critical shortage areas, we have several ESE teachers, who also have access to coaching, mentoring and support through our ESE School Specialist. We provide access to professional learning communities and access to targeted professional development for our teachers.

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

New teachers will be paired with seasoned teachers for assistance. Teachers have access to common planning times. Support will be given so that new teachers are able to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices by providing coverage for both teachers classrooms. Data chats will also hone the new teachers skills in understanding student data and making data driven instructional decisions.

## 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 utilizes the Scope and Sequence and Curriculums Blueprints provided by Lake County Schools. Following the Blueprints is a top priority. Teachers will be provided training on the blueprints through on-going meetings, trainings, planning and monitoring. Teachers also collaborate within the grade level to work on lesson planning, and standards based instructional strategies.

Thinking Maps is a research based program we have decided to implement fully. Thinking Maps provides a framework for students to organize and summarize their thoughts. It encourages meta-cognition and "thinking about thinking" which in turn helps students reflect upon their own learning.

#### 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 addition to the Multi-Tiered System of Supports process in place; the school also uses frequent data chats to determine instructional needs of the students and guide teachers in utilizing data. A reading enrichment block has been created to provide additional supports to students needing modified assistance as well as enhancing the skills of those meeting proficiency standards. A math enrichment block has also been introduced to use data driven instruction at specific skill levels to students. IStation reading and math teacher directed lessons are also available for teachers to utilize as a means to differentiate instruction for students of all levels. Differentiated Instruction materials are available to teachers through both the MTSS process and accessible through the Curriculum Resource Teacher.

***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: After School Program**

**Minutes added to school year: 0**

Our Extended Learning Center provides before and after school care to children in grades Pre-K through 5th whose parents elect to have them in the program. Students are able to attend Homework Help sessions provided by certified teachers. ELC students are also able to continue work on IStation.

**Strategy Rationale**

By providing homework help and IStation support, our students receive additional help and instruction beyond the regular school day.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Watts, Sherry, wattss@lake.k12.fl.us

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

Attendance is collected through the ELC program.

**Strategy: Summer Program**

**Minutes added to school year:**

Students that are in our Autism Spectrum Disorder units during the school year, are able to participate in a summer program called ESY. This program allows them to continue to work on strategies and skills learned throughout the school year.

**Strategy Rationale**

To continue to build on skills obtained throughout the school year.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Watts, Sherry, wattss@lake.k12.fl.us

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

attendance and monitoring of their IEP goals

**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**



Minneola Elementary Charter School offers VPK programs for local students to attend. Additionally, we have a program for in-coming Kindergarten students, entitled Stepping Stones. Stepping Stones is held in the months of April, May and June for students who will be attending Kindergarten the following school year. Students and parents are invited to attend these events, held in the evening, to meet the teachers, become familiar with the building, and participate in academic activities. These events are advertised on the website, school Facebook, Twitter, mobile app, and at local child care facilities, and other community agencies.

### College and Career Readiness

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

N/A We have no students enrolled in grades 9, 10, 11, or 12

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

N/A We have no students enrolled in grades 9, 10, 11, or 12

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

N/A We have no students enrolled in grades 9, 10, 11, or 12

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

N/A We have no students enrolled in grades 9, 10, 11, or 12

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

### **Problem Analysis Summary**

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

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## 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.** Student referrals will decrease by 20% from 2014-2015 school year with additional positive behavioral supports in place. (Principals' 200 Club, Cafeteria Management Plan.)
- G2.** Improvement on FSA Assessment. Current performance: Math - 60.6% Proficient, ELA- 59.7% Proficient

## 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.** Student referrals will decrease by 20% from 2014-2015 school year with additional positive behavioral supports in place. (Principals' 200 Club, Cafeteria Management Plan.) 1a

G071214

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- Omega Man
- Principals 200 Club Outline of Program

**Targeted Barriers to Achieving the Goal** 3

- Understanding of plan

**Plan to Monitor Progress Toward G1.** 8

Referral Data

**Person Responsible**

Kim Dison

**Schedule**

Monthly, from 10/1/2015 to 6/1/2016

***Evidence of Completion***

Monthly referral data

**G2. Improvement on FSA Assessment. Current performance: Math - 60.6% Proficient, ELA- 59.7% Proficient** 1a

 G071215

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
FSA Mathematics - Achievement	70.0

**Resources Available to Support the Goal** 2

- Thinking Maps
- Targeted Professional Development and Learning Communities

**Targeted Barriers to Achieving the Goal** 3

- Teacher Knowledge

**Plan to Monitor Progress Toward G2.** 8

Increased student achievement through use of high effect strategy.

**Person Responsible**

Kim Dison

**Schedule**

Every 2 Months, from 9/1/2015 to 6/1/2016

**Evidence of Completion**

Istation Progress

## 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.** Student referrals will decrease by 20% from 2014-2015 school year with additional positive behavioral supports in place. (Principals' 200 Club, Cafeteria Management Plan.) **1**

 G071214

**G1.B1** Understanding of plan **2**

 B185775

**G1.B1.S1** Staff Training of Appropriate implementation **4**

 S197200

### Strategy Rationale

Ensuring staff have a clear understanding of the program, and are implenting

### Action Step 1 **5**

Training of new Principals 200 Club Program

#### Person Responsible

Sherry Watts

#### Schedule

Semiannually, from 8/17/2015 to 6/1/2016

#### Evidence of Completion

Data collection will be based on referral data.

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

Monitoring of Discipline data

**Person Responsible**

Kim Dison

**Schedule**

Monthly, from 10/1/2015 to 6/1/2016

***Evidence of Completion***

Monthly referral data should be showing a decreasing level.

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

Decreasing trend line from previous year of referral data.

**Person Responsible**

Kim Dison

**Schedule**


Monthly, from 10/1/2015 to 6/1/2016

***Evidence of Completion***


Referral data

**G2.** Improvement on FSA Assessment. Current performance: Math - 60.6% Proficient, ELA- 59.7% Proficient

1

 G071215

**G2.B3** Teacher Knowledge 2

 B185779

**G2.B3.S1** Targeted professional development in the area of cognitively complex tasks. Teachers will participate in a book study focused on Marzano Design Question 4- Helping students generate and test hypothesis. 4

 S197201

### Strategy Rationale

Increased knowledge in a high effect area according to Marzano. Greater rigor and complex tasks in the classroom.

### Action Step 1 5

Implement professional learning communities monthly to increase teacher knowledge and understanding of design question 4.

#### Person Responsible

Kim Dison

#### Schedule

Monthly, from 10/1/2015 to 6/1/2016

#### Evidence of Completion

Improvement on teacher observations and self-reflection.

### Action Step 2 5

Classroom Walk-Throughs weekly by the Leadership Team

#### Person Responsible

Sherry Watts

#### Schedule

Weekly, from 9/7/2015 to 5/31/2016

#### Evidence of Completion

The 3-minute walk-through form will be utilized by each leadership team member. Feedback will be given to teachers, and copies of form turned into the principal who will review.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Attendance in professional development & teacher observations

**Person Responsible**

Sherry Watts

**Schedule**

Monthly, from 10/1/2015 to 6/1/2016

***Evidence of Completion***

Attendance records reviewed monthly. Teacher observation reviewed twice per year.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Improved performance on interim assessments- Istation

**Person Responsible**

Guido Zamora

**Schedule**

Monthly, from 10/1/2015 to 6/1/2016

***Evidence of Completion***

Tracking growth on Istation towards 70% of students Tier 1 on Istation Interim Assessments

**G2.B3.S2 Targeted professional development in Thinking Maps** 4

S197202

**Strategy Rationale**

Increased knowledge to use Thinking Maps will increase rigor and relevance for students.

**Action Step 1** 5

Thinking Maps for Leadership Training

**Person Responsible**

Sherry Watts

**Schedule**

On 10/10/2015

**Evidence of Completion**

Administrators will have a firm understanding of implementing Thinking Maps

**Action Step 2** 5

Digging Deeper Thinking Maps

**Person Responsible**

Sherry Watts

**Schedule**

Monthly, from 9/30/2015 to 6/9/2016

**Evidence of Completion**

Success high quality usage of thinking maps on campus as based on lesson plans and walkthroughs

**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	Training of new Principals 200 Club Program	Watts, Sherry	8/17/2015	Data collection will be based on referral data.	6/1/2016 semiannually
G2.B3.S1.A1	Implement professional learning communities monthly to increase teacher knowledge and understanding of design question 4.	Dison, Kim	10/1/2015	Improvement on teacher observations and self-reflection.	6/1/2016 monthly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.A1	Thinking Maps for Leadership Training	Watts, Sherry	10/9/2015	Administrators will have a firm understanding of implementing Thinking Maps	10/10/2015 one-time
G2.B3.S1.A2	Classroom Walk-Throughs weekly by the Leadership Team	Watts, Sherry	9/7/2015	The 3-minute walk-through form will be utilized by each leadership team member. Feedback will be given to teachers, and copies of form turned into the principal who will review.	5/31/2016 weekly
G2.B3.S2.A2	Digging Deeper Thinking Maps	Watts, Sherry	9/30/2015	Success high quality usage of thinking maps on campus as based on lesson plans and walkthroughs	6/9/2016 monthly
G1.MA1	Referral Data	Dison, Kim	10/1/2015	Monthly referral data	6/1/2016 monthly
G1.B1.S1.MA1	Decreasing trend line from previous year of referral data.	Dison, Kim	10/1/2015	Referral data	6/1/2016 monthly
G1.B1.S1.MA1	Monitoring of Discipline data	Dison, Kim	10/1/2015	Monthly referral data should be showing a decreasing level.	6/1/2016 monthly
G2.MA1	Increased student achievement through use of high effect strategy.	Dison, Kim	9/1/2015	Istation Progress	6/1/2016 every-2-months
G2.B3.S1.MA1	Improved performance on interim assessments- Istation	Zamora, Guido	10/1/2015	Tracking growth on Istation towards 70% of students Tier 1 on Istation Interim Assessments	6/1/2016 monthly
G2.B3.S1.MA1	Attendance in professional development & teacher observations	Watts, Sherry	10/1/2015	Attendance records reviewed monthly. Teacher observation reviewed twice per year.	6/1/2016 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.** Improvement on FSA Assessment. Current performance: Math - 60.6% Proficient, ELA- 59.7% Proficient

### **G2.B3** Teacher Knowledge

**G2.B3.S1** Targeted professional development in the area of cognitively complex tasks. Teachers will participate in a book study focused on Marzano Design Question 4- Helping students generate and test hypothesis.

#### **PD Opportunity 1**

Implement professional learning communities monthly to increase teacher knowledge and understanding of design question 4.

##### **Facilitator**

Professional Development Team

##### **Participants**

All Teachers

##### **Schedule**

Monthly, from 10/1/2015 to 6/1/2016

### **G2.B3.S2** Targeted professional development in Thinking Maps

#### **PD Opportunity 1**

Thinking Maps for Leadership Training

##### **Facilitator**

James Dean- Thinking Maps

##### **Participants**

Sherry Watts, Kim Dison

##### **Schedule**

On 10/10/2015

## **PD Opportunity 2**

Digging Deeper Thinking Maps

### **Facilitator**

TM Trainers

### **Participants**

Teachers

### **Schedule**

Monthly, from 9/30/2015 to 6/9/2016

## 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	Training of new Principals 200 Club Program				\$0.00
2	G2.B3.S1.A1	Implement professional learning communities monthly to increase teacher knowledge and understanding of design question 4.				\$1,070.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0261 - Minneola Elementary Conversion Charter School	General Fund		\$1,070.00
			Notes: Purchase of books for book study.			
3	G2.B3.S1.A2	Classroom Walk-Throughs weekly by the Leadership Team				\$0.00
4	G2.B3.S2.A1	Thinking Maps for Leadership Training				\$998.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0261 - Minneola Elementary Conversion Charter School			\$998.00
			Notes: Thinking Maps: Language for Leadership			
5	G2.B3.S2.A2	Digging Deeper Thinking Maps				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6500	310-Professional and Technical Services	0261 - Minneola Elementary Conversion Charter School	General Fund		\$1,500.00
Total:						\$3,568.00