Lavilla School Of The Arts

2015-16 School Improvement Plan

Lavilla School Of The Arts

501 N DAVIS ST, Jacksonville, FL 32202

http://www.duvalschools.org/lavilla

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	33%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

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

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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

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

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

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	2	[Wayne Green](#)
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of LaVilla School of the Arts is to prepare our students to meet the high quality academic and pre-professional arts curricula at the high school level; to nurture knowledgeable life-long supporters of the arts; and to provide in-school and out-of-school opportunities that enhance creativity, aesthetic and critical thinking skills, self-discipline, leadership, teamwork, and an appreciation for cultural diversity

Provide the school's vision statement

LaVilla School of the Arts will prepare all students to achieve success in the arts and academics.

School Environment

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

Learning about students' cultural backgrounds is an ongoing process at LaVilla School of the Arts. In order to build positive relationships, teachers are encouraged to create a link between home and school. This connection enriches academic and art lessons and provides a better understanding between the teacher and the student.
Parents are invited into the classroom to observe instruction.
Students are taught to think critically about subject articles and texts, exploring them for signs of cultural bias.
The Social Sciences department ensures diverse groups are recognized and diversity awareness is constant throughout the school year. There will be displays and lessons to support Hispanic Heritage Month, American Indian Heritage Month, Black History Month, Women's History Month, Asian-Pacific Heritage Month and Veteran's Day.
The Guidance Counselors are available to assist with teaching diverse populations to all stake holders to enable a strong relationship between teachers and students.

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

School rituals and routines create an atmosphere that is safe, fair and respectful of students. Adult presence is evident upon student arrival, during class transitions and dismissal. LaVilla School of the Arts upholds a zero tolerance policy. Positive teacher student relationships and clear and consistent behavior expectations create a nurturing atmosphere within the classrooms. In addition to the guidelines within the Code of Conduct we have implemented: Separate grade level holding areas monitored by Assistant Principals and Teachers, Exterior gates are locked during school day, supervision in bus loading zones during morning arrival and after school staggered dismissal and all classroom doors are closed and locked throughout the school day.

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

LaVilla is committed to maintaining a safe, secure, and respectful school environment that reflects the highest standards of excellence to promote student engagement and maximize student learning. We educate our students about the Student Code of Conduct through grade level assemblies held the first week of school. Classroom teachers address general classroom disruptions by taking appropriate and documented in- class interventions. These include, but are not limited to, personal calls to parents/guardians, parent/teacher conferences and guidance referrals . We have a variety of strategies that we utilize before writing disciplinary referrals. Some of the strategies are: in-class interventions, school counseling through our Guidance Office, and the use of our Restorative Justice Program.

The administrative staff (Principal and Assistant Principals) have attended Code of Conduct training to ensure consistency with administering discipline for violations of the Code of Student Conduct. Parent/Guardian contact, is made each time a student is disciplined by an administrator. When appropriate In School Suspension is used to minimize Out-of School Suspensions.

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

All students have access to a school counselor. Our school counselors have unlimited access to district and state programs that can provide student and parent assistance. In addition to school counselor access, students that have been identified as high risk are assigned a mentor to provide academic and behavior interventions. At-risk students have both an art mentor and an academic mentor, as well as an administrative mentor. Teacher initiated support groups also provide a safe haven for students that have difficulty transitioning to LaVilla School of the Arts.

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

The intent of the school's early warning system is to identify students at risk (i.e. attendance below 90%, academic deficiency in Language Arts and/or Math, and students scoring Level 1 & 2 on state assessments) and provide them with support so that they can get back on track for promotion to the next grade level and eventually graduate from high school.

The school has established a high functioning Academic Review Committee that meets twice a quarter to analyze student data.The administration along with school counselors and support facilitators used recent assessment data to identify students considered at risk based on district risk indicators. Interventions were identified based on identified needs. On-site mentors were also assigned to monitor student progress and assist with grade level/school transition issues. During the school year, student data will be reviewed and interpreted to measure the effectiveness of the applied interventions. At the end of the school year, the administration will meet to discuss ways to improve support for at-risk students.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	1	0	0	1
One or more suspensions	48	14	21	83
Course failure in ELA or Math	27	23	5	55
Level 1 on statewide assessment	0	0	0	
Level 1 on state Reading assessment	44	88	44	176
Level 1 on state math assessment	66	66	44	176
	0	0	0	
	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
	6	7	
Students exhibiting two or more indicators	24	25	49

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

LaVilla has implemented several intervention strategies to support student identified by the early warning system.
1. Quarterly parent conferences to be conducted by grade administrator and school counselor.
2. School mentors are assigned to each student to assist with academic/school distractions and monitor student progress.
3. An Academic Review Committee that reviews and analyzes student data to ensure academic success.
4. Parent Academy - This course helps parents and caregivers understand the audition process for feeder-school entry and open auditions into LaVilla School of the Arts. Parents will hear common misconceptions of the application process, and gain tools and strategies for student successful entry.
5. Part-time reading teacher will assist ELA teachers remediate students identified as being in the lowest quartile.
6. Teachers will provide before/after school tutoring on specified days.
7. Enrichment class size are limited to 22 students or less.

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

It is our goal at LaVilla School of the Arts to ensure that 100% of our parent information is accurate in our district-wide computer program. We will strive to obtain Student Emergency Information from every parent and update our district wide program with accurate information. We also wish to increase parent communication between parent and students as well as between parents and teachers. The school messenger is used monthly to inform parents of upcoming school activities, and as a reminder of upcoming dates for progress reports and report cards.

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 administrative team is reaching out to surrounding businesses to increase the school's business and faith-based partnerships. As a result, LaVilla School of the Arts started a project to create a Community Garden that will not only teach students the importance of agriculture and cultures, but the school will donate a portion of the produce/vegetables to a local shelter.

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
Knight, Lianna	Principal
Dumont, Sheryl	Assistant Principal
Kazaleh, Fadwa	Teacher, K-12
Gianneschi, Bradley	Teacher, ESE
Sheard, Karen	Guidance Counselor
Blanton, Cheryl	Guidance Counselor
Bacon, Joan	Teacher, K-12
Martin, Donnie	Instructional Technology
Thurlow, Sarah	Assistant Principal

Duties

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

(Principal/APs) Provides a common vision for the use of data-based analysis and instruction; ensures the school-based team is implementing and monitoring MTSS; conducts assessments of MTSS skills of school staff; ensures implementation of intervention support and documentation; collaborates in the design and delivery of professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. The administration team attends the monthly Design Team meetings and meets bi-weekly to discuss assessment data and classroom observations.
(Counselors) Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides

consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

(Lead Teachers) Ensure curriculum instruction for students include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

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

The School Leadership Team will meet with the School Advisory Council (SAC) to develop the SIP. The team will use District FSA and End of Course exam data to analyze Level 1 and 2 students and reflect on the academic and social/emotional areas that needs to be addressed; developed very high expectations for staff and students for building a learning partnership; helped set clear expectations for instruction and for the instructional process; facilitated the development of improved curriculum and teaching aligned with standards, processes, and procedures.

Supplemental Academic Instruction(SAI)

For the 2015 - 2016 school year, LaVilla has approximately 150 students that require Enrichment 1 and 2 in Reading, 100 students that require Enrichment 1 and 2 in Math and over 200 students enrolled in Algebra and Geometry. Instructional support will improve student performance in the academic areas. SAI funds will be used to supplement reading and math instruction to students enrolled in enrichment courses. The SAI plan and implementation will be monitored by the Assistant Principal for Student Services.

We also have a large population of students without a home set of books due to a book shortage. Although, many of the books are online, many of our students do not have access to the internet. The media center will be open before school to allow student access for those unable to complete assignments that require internet usage beyond regular school day.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Renata Henderson	Parent
Darlene Huffman	Business/Community
William Huffman	Business/Community
Geree Lockett	Parent
Kim Goff	Parent
Meloni Elkins	Parent
Lianna Knight	Principal
Anita Locke	Education Support Employee
Darlene Lenz	Parent
Caroline Lenz	Student
Jada Lockett	Student
Sharon Snow	Parent
Velvet Wilson	Education Support Employee
Laura Minor	Parent
Gwen Washington	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

Last year's school improvement plan was reviewed during the first meeting with the newly elected SAC members. The goals and implemented strategies supported the outstanding assessment scores in Algebra, Science and Civics.

Development of this school improvement plan

Assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending, or continuing such school improvement plan as required by Florida Statutes.
Assist in the preparation of educational improvement proposals for implementing an educational improvement grant. Assist in the preparation of the school's annual budget. Review the budget to be sure it is aligned with the School Improvement Plan.

Preparation of the school's annual budget and plan

SAC members along with school administration will review the school budget projected from the spring. Based on current student population SAC members will review financial resources that can be provided to support the school improvement plan.

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

Funds were used to purchase sheet music for orchestra, books for ELA, keyboards , and ID packets.

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
Knight, Lianna	Principal
	Assistant Principal
Dumont, Sheryl	Assistant Principal
Blanton, Cheryl	Guidance Counselor
Blumberg, Christianne	Teacher, K-12
Gianneschi, Bradley	Other
Kazaleh, Fadwa	Other
Sheard, Karen	Guidance Counselor
Little, Linnel	Teacher, K-12
Thurlow, Sarah	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year is implementing literacy across the curriculum, vocabulary building, and reading application. The LLT will develop and provide training on the school's literacy plan that promotes student literacy development in all content area classes. The key elements of the plan include: 1). Read the equivalent of 25 books per year across the curriculum. 2). Write weekly in all content area classes. 3). Use reading and writing strategies to enhance learning in all classes. 4). Interdisciplinary Research.

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 will provide a full school day for departments to collaborate, review curriculum, prepare joint lessons, and analyze student data. At LaVilla School of the Arts, we encourage and expect collaborations between both arts and academic teachers and departments.
Teachers report out during Faculty Meetings by sharing and modeling effective teaching strategies and rigorous lessons that can be used school-wide.

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

Recruit new teachers through HR hiring process - Principal
Partnering new teachers with a mentor and a buddy - Professional Development Facilitator, Asst. Principal
Meet regularly with new teachers to provide information on research based instructional strategies, certification and MINT strategies - Principal, PDF, Asst. Principal

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

Mentors selection is based upon subject/grade level, years of teaching experience, leadership experience(lead teacher, prior mentor, etc.). The following teachers have been selected as mentors: Joan Bacon, Crystal Bennett, Carol Griffin, Brian Topping, Bradley Farrell, Christopher Banks, Matt Legge and Heather Amerson. Mentors will observe classroom instruction, model lesson planning and provide feedback to their perspective teacher. .

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 leadership team used Achieve and i-Ready assessment data and End of course exams to create a master schedule designed to target the academic needs of the student body. Enrichment courses were added to provide strategies to assist students in deficient areas. At LaVilla School of the Arts, we make it a priority to uphold class size amendment by keeping our core academic classes below 23 and Enrichment classes below 22 students.

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

Professional Learning Communities analyzes assessment data to determine deficient areas. During common planning mini lessons are designed to re-teach difficult concepts. Teachers use strategies designed to assist diverse learners master key concepts. Difficult concepts are also revisited while teaching current content. If assessment data indicates the need to re-teach a concept, teachers indicate ILT tiers on their lesson plans.

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: 1,800

Teachers provided afterschool tutoring to reiterate difficult concepts. Tutoring is provided an average of three days a week. Students enrolled in reading and math enrichment classes will be provided support by a interventionists two to three times a week.

Strategy Rationale

Tutoring is instrumental in reiterating difficuilt concepts and providing one on one instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dumont, Sheryl, dumonts@duvalschools.org

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

Effectiveness will be determined by assessment data.

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

The LaVilla School Counseling Department hosts High School Transition Meetings. During these meeting, 8th graders and their parents are given information about high school requirements, graduation requirements, Advanced Placement and Bright Future Scholarships.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers consistently analyze data, then student reading comprehension and critical thinking skills will increase.

G2.   If Arts and Academic teachers will authentically collaborate on creating and implementing arts integration activities, then student achievement will increase.

Strategic Goals Detail

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

G1. If teachers consistently analyze data, then student reading comprehension and critical thinking skills will increase. 1a

🔑 G071931

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- iLit implementation and data
- Achieve 3000 utilization and data

Targeted Barriers to Achieving the Goal 3

- Teachers analyzing and interpreting student Reading data

G2. If Arts and Academic teachers will authentically collaborate on creating and implementing arts integration activities, then student achievement will increase. [1a]

🔑 G071932

Targets Supported [1b]

Indicator	Annual Target
FSA English Language Arts - Achievement	

Resources Available to Support the Goal [2]

- Designated time for arts integration

Targeted Barriers to Achieving the Goal [3]

- Time for art and academic teachers to discuss, create, and implement art integration lessons.

Plan to Monitor Progress Toward G2. [8]

District assessment data

Person Responsible
Lianna Knight

Schedule
On 6/10/2016

Evidence of Completion
Formative and Summative CGA data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If teachers consistently analyze data, then student reading comprehension and critical thinking skills will increase. 1

🔑 G071931

G1.B1 Teachers analyzing and interpreting student Reading data 2

🔑 B187573

G1.B1.S1 Our Instructional Leadership Team (representatives from each core area, guidance, Exceptional Student Education, art, and administration) will meet on a monthly basis to analyze and interpret student reading data. 4

🔑 S199071

Strategy Rationale

Teachers need to know and understand how to use reading data and how incorporate reading comprehension strategies school-wide.

Action Step 1 5

The Instructional Leadership Team will develop school-wide reading strategies and provide professional development for the faculty during Early Release.

Person Responsible

Bradley Gianneschi

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Exit tickets that check for faculty understanding of the reading strategies.

Action Step 2 `5`

The administrative team will observe classrooms and the implementation of the lessons.

Person Responsible

Lianna Knight

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

G2. If Arts and Academic teachers will authentically collaborate on creating and implementing arts integration activities, then student achievement will increase. `1`

🔍 G071932

G2.B1 Time for art and academic teachers to discuss, create, and implement art integration lessons. `2`

🔍 B187574

G2.B1.S1 Art teachers will infuse reading strategies to enhance and support academic instruction. `4`

🔍 S199072

Strategy Rationale

It is evidence based that arts

Action Step 1 `5`

Implement Reading strategies in Communications Art Courses

Person Responsible

Morgan Jackson

Schedule

Daily, from 8/31/2015 to 6/10/2016

Evidence of Completion

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

Classroom Observations

Person Responsible

Schedule

Daily, from 8/31/2015 to 6/10/2016

Evidence of Completion

Lesson plans and student work

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

Classroom Observation feedback sheet

Person Responsible

Sheryl Dumont

Schedule

Daily, from 8/31/2015 to 6/10/2016

Evidence of Completion

Assessment data, teacher feedback

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	The Instructional Leadership Team will develop school-wide reading strategies and provide professional development for the faculty during Early Release.	Gianneschi, Bradley	8/24/2015	Exit tickets that check for faculty understanding of the reading strategies.	6/3/2016 monthly
G2.B1.S1.A1	Implement Reading strategies in Communications Art Courses	Jackson, Morgan	8/31/2015		6/10/2016 daily
G1.B1.S1.A2	The administrative team will observe classrooms and the implementation of the lessons.	Knight, Lianna	8/24/2015		6/3/2016 weekly
G2.MA1	District assessment data	Knight, Lianna	8/31/2015	Formative and Summative CGA data	6/10/2016 one-time
G2.B1.S1.MA1	Classroom Observation feedback sheet	Dumont, Sheryl	8/31/2015	Assessment data, teacher feedback	6/10/2016 daily
G2.B1.S1.MA1	Classroom Observations		8/31/2015	Lesson plans and student work	6/10/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers consistently analyze data, then student reading comprehension and critical thinking skills will increase.

G1.B1 Teachers analyzing and interpreting student Reading data

G1.B1.S1 Our Instructional Leadership Team (representatives from each core area, guidance, Exceptional Student Education, art, and administration) will meet on a monthly basis to analyze and interpret student reading data.

PD Opportunity 1

The Instructional Leadership Team will develop school-wide reading strategies and provide professional development for the faculty during Early Release.

Facilitator

Instructional Leadership Team

Participants

entire faculty

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G2. If Arts and Academic teachers will authentically collaborate on creating and implementing arts integration activities, then student achievement will increase.

G2.B1 Time for art and academic teachers to discuss, create, and implement art integration lessons.

G2.B1.S1 Art teachers will infuse reading strategies to enhance and support academic instruction.

PD Opportunity 1

Implement Reading strategies in Communications Art Courses

Facilitator

Morgan Jackson

Participants

Cheryl Lemine, Patricia Bradley, Kathryn Ford

Schedule

Daily, from 8/31/2015 to 6/10/2016

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	The Instructional Leadership Team will develop school-wide reading strategies and provide professional development for the faculty during Early Release.	$0.00
2	G1.B1.S1.A2	The administrative team will observe classrooms and the implementation of the lessons.	$0.00
3	G2.B1.S1.A1	Implement Reading strategies in Communications Art Courses	$0.00
		Total:	$0.00