

Alachua County Public Schools

# Alachua Learning Academy Middle



2015-16 School Improvement Plan

## Alachua Learning Academy Middle

11100 W STATE ROAD 235, Alachua, FL 32615

www.alachualearningcenter.com

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	67%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	23%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	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 Alachua County School Board on 12/15/2015.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

We are committed to the success of every student.

ALA is a H.E.A.R.T.-based family that fosters our students' eagerness for lifelong learning, and their development of moral character and practical life skills, while preparing them to contribute as valuable members of the community.

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

We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

Educating students to become exemplary citizens of the world with H.E.A.R.T.

#### School Environment

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

All students are regularly asked to share in spoken feedback, groups and in writing various aspects of their life experience and personal interests. Teachers track behavior, enthusiasm, productivity and academic achievement and conference with parents to gain a more comprehensive cultural background and understanding. Teachers share information during weekly staff meetings. The school Family Liaison works one on one with students to appreciate students personal needs and works with teachers to implement behavior strategies and accommodations.

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

The school has a full-time Family- Liaison position with dedicated office facilities to oversee and acquaint all parties with matters regarding implementation of all safe-school, wellness, bullying and behavioral policies. Parent and students sign and are held responsible to follow through on the school compact which is designed and organized with parent involvement approval. All students are educated as to behaviors codes and consequences with special consideration to bullying and the reporting of it. Parents are involved in all behavior issues. The has a student safety-patrol system in place. Assigned staff are trained in Children Matter: Speak Up and Be Safe protocols and students, grade K-5, are presented with the program.

##### **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**

All students are made familiar with an all-school three check classroom timeout system. Weekly teachers' meetings go over behavior issues and trends. All students are familiarized with incident reporting and consequences.

Students are positively rewarded for appropriate behavior with various privileges on a daily, weekly and quarterly basis.



**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**

The Family-Liaison is made known to all students to be available for any personal matters. Teachers are advised and trained in the comprehensive program " Stand Up and Be Safe " and refer students to the liaison office when appropriate. The school works with parents to accommodate and refer students with professional counselling needs.

**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 school has in place a behavioral system of " level 1 timeouts" based on an all-school standard of three checks issued by classroom teachers when students fail to follow established classroom rules. Four such timeouts within any 10 school day period results in a " Friday school" with call to parents, and a parent-student and teacher conference with the school Family Liaison in attendance. Special behavior plans are then designed and executed.

Students who have attendance below 90 percent, one or more suspensions or course failure in English Language Arts or mathematics automatically require a conference with the principal and Family Liaison to develop a plan of action.

Students who score a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics will automatically have a parent-student conference with the subject teacher and the Middle-School Lead Teacher to access methods to improve academic performance..

**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	0	1	4	5
One or more suspensions	0	0	1	1
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	2	1	3	6

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who have or course failure in English Language Arts or mathematics automatically require a conference with the principal and Family Liaison to develop a plan of action.

Students who score a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics will automatically have a parent-student conference with the subject teacher and the Middle-School Lead Teacher to access methods to improve academic performance..

**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 Board of Directors in conjunction with the all-school Teacher Resource Committee will be responsible for conducting Parent Involvement meetings to include minutes recording review of Title Plan and implementation. Parents will be asked to volunteer participation in review panel group. Their input will be recorded in formal review of plan with presentations provided by lead teacher, Ms. Kaseder, and director, Krishna Rivera. Sign-in sheets will document participation. The school will schedule the parent involvement meetings on a variety of days and times and provide transportation, childcare and home visits as needed. Parents will be encouraged to meet individually with school staff at their convenience, before, during and after school. The workshops will be scheduled four times a year on Tuesdays, Wednesdays, and Thursdays in the evening. Materials will be provided for parents who are unable to attend meetings.

**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 regularly advertises in major local magazines, promotes local newspaper stories and articles, invites local leaders to participate in school functions, seeks local vendor donations in kind, maintain outreach booths at local fairs and maintains a website in order to better acquaint the community-at-large as to the schools mission, facilities and successes and gain their support.

**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
Rivera, Krishna	Principal

**Duties**

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

Principal - leads teams and oversees decisions made by the team to align with the best interest of the school and the child.

Instructional Specialists - Lead Teacher, grade level classroom teachers are responsible for meeting, determining students needs, creating plans for implementation, and following up on plans.

Psychologist, speech/language pathologist, OT, ESE specialist - as needed to provide professional input into plans and execution of services provided

**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 middle school team meets quarterly (or as needed) to review on-going process monitoring data at grade levels for instructional decisions. The data is used to identify students who are meeting or exceeding benchmarks, or are at moderate risks for not meeting benchmarks. The teams identify necessary resources.

For students identified at risk or in need of additional support, plans are developed to provide improvement in the areas of concern. Follow-up meetings are conducted at regular intervals to review implementation and progress and to determine further needs.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Seth Spellman	Business/Community
Hermant Patel	Business/Community
Saradiya Syer	Business/Community

#### 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*

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

*Development of this school improvement plan*

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

No School Improvement Plan for 2013-2014

**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
Rivera, Krishna	Principal
Allin, Tom	Administrative Support

### Duties

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

Consistent follow-up on interventions across Tiers 1, 2,3. Programs used to promote literacy within the school include Accelerated Reader. Also the school has Family Literacy Night every October.

### 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 emphasizes teamwork and collaboration from the first hiring interview to the over-all school operational design. Weekly teachers' meeting are arranged to instill and enact teacher interpersonal team work strategies.

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

Focus on teamwork throughout interview, research, orientation and mentoring processes. Executed by Mr. Krishna Rivera.

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

Ms. Allin is assigned as teacher mentor with focus on teamwork.

### 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 is using curriculum aligned with the Florida Standards and is following the pacing guide to ensure that all standards are taught. Ms. Allin meets with the teachers quarterly to follow up and ensure that teachers are on track.

##### 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***

Teachers meet regularly to analyze data and form groups based on this data. For example during curriculum staff meetings, AIMS and other test results are analyzed to drive instruction for the different groups that are formed. Sometimes grouping changes based on this data or additional instruction in certain areas is added.

**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:**

Making sure lessons include three key components. These are student engagement, focus on deeper knowledge, and collaboration. Teachers will be asked to form personal goals reflecting the use of these strategies.

**Strategy Rationale**

By including these three components, students will gain a better grasp of Florida Standards as they are taught.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Rivera, Krishna, rivera@ourala.org

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

During follow up sessions and observations, teachers will demonstrate how they are using these strategies and data will be collected to see if they are reaching the goals they have set for themselves.

**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**

Santa Fe High School is invited each spring to provide a special counselling session with the graduating eight grade class of students. All eighth grade students are provided notice of annual county high school magnet school parent-student open house events.

**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

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

N/A

**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

**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

## 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.** Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2015.

## 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.** Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2015. **1a**

 G073639

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	75.0
FSA English Language Arts - Achievement	75.0
FAA Writing Proficiency	75.0
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** **2**

- FSA Portal
- PCG consultant
- CPALMS and teacher toolkits
- Accelerated Reader
- STEM activities
- Khan Academy

**Targeted Barriers to Achieving the Goal** **3**

- The FSA tests may be unfamiliar and include a large amount of reading, writing, and analyzing.
- Computerized testing format is unfamiliar.
- Teachers must learn teaching standards that will be tested.
- Additional support needed in Math, Science, and Reading to help those in the lowest quartile.

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

Discussions and data chats with individual teachers and teacher tutors.

**Person Responsible**

Krishna Rivera

**Schedule**

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

**Evidence of Completion**

Planning books, interviews with teachers. AIMS 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.** Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2015. **1**

 G073639

**G1.B1** The FSA tests may be unfamiliar and include a large amount of reading, writing, and analyzing. **2**

 B192313

**G1.B1.S1** Middle school teachers lead classes and parents through discussions of the FSA tests. This should include introduction to the FSA Portal. **4**

 S203779

### Strategy Rationale

The students and parents will benefit if there are no surprises when testing begins.

### Action Step 1 **5**

Middle school teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the FSA tests.

#### Person Responsible

Krishna Rivera

#### Schedule

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

#### Evidence of Completion

Planning books

**Action Step 2** 5

Teachers will talk to parents about the FSA Portal and encourage parents to familiarize themselves with it at home. There are lots of sample tests the students and parents should explore.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

Parent communication notes.

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

Teachers will report progress at staff meetings.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

Planning books, Parent communication notes.

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

Discussion at staff meetings.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

Staff meeting minutes.

**G1.B1.S2** Assignments that follow the format of the FSA tests will be given during the regular class periods. 4

 S203780

### Strategy Rationale

Practice is important.

### Action Step 1 5

Middle school teachers will have weekly assignments which will include an assessment based on the standards.

#### Person Responsible

Krishna Rivera

#### Schedule

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

#### Evidence of Completion

Planning books and grade books

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will report and discuss progress.

#### Person Responsible

Krishna Rivera

#### Schedule

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

#### Evidence of Completion

Planning books and grade books.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Student Portfolio will be maintained and evaluated.

**Person Responsible**

Krishna Rivera

**Schedule**

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

**Evidence of Completion**

Student portfolio with assessment samples.

**G1.B2** Computerized testing format is unfamiliar. 2

 B192314

**G1.B2.S1** Practice FSA computerized format using online practice exams. 4

 S203781

**Strategy Rationale**

Students do not have sufficient experience with taking online assessments.

**Action Step 1** 5

Teachers will use the FSA Portal to give students adequate practice with the computerized format of the FSA tests.

**Person Responsible**

Krishna Rivera

**Schedule**

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

**Evidence of Completion**

**Action Step 2** 5

Students will practice keyboarding skills.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

Exam results testing speed and accuracy in teacher grade books.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Student practice exam results.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

Teacher planning books and grade books.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Student practice exam results.

**Person Responsible**

Krishna Rivera

**Schedule**

On 6/3/2016

***Evidence of Completion***

Teacher planning books and grade books.

**G1.B3** Teachers must learn teaching standards that will be tested. **2**

 B192315

**G1.B3.S1** Teachers and support staff need to spend some time getting to know the test and standards.

**4**

 S203782

**Strategy Rationale**

Teachers need to be familiar with test expectations in order to prepare students to be successful.

**Action Step 1** **5**

Monthly seminars will be held for all teachers and supporting staff.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

Monthly seminar sign in sheet.

**Action Step 2** **5**

Teachers should become familiar with CPALMS and what the toolkits offer. This can be explored at staff meetings.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

Staff meeting minutes and discussions.

**Action Step 3** 5

Teaching staff should become familiar with and use the FSA Portal.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

Staff meeting minutes.

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

Teachers will report progress at staff meetings.

**Person Responsible**

Krishna Rivera

**Schedule**

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

***Evidence of Completion***

PCG sign-in sheet.

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

Discussions during staff meetings.

**Person Responsible**

Krishna Rivera

**Schedule**

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


***Evidence of Completion***

Minutes from staff meetings.

**G1.B4** Additional support needed in Math, Science, and Reading to help those in the lowest quartile. 2

 B192316

**G1.B4.S1** Retain teacher tutors to support additional instruction for struggling students. 4

 S203783

**Strategy Rationale**

With additional hands-on activities and small group interactions, struggling students will make greater gains.

**Action Step 1** 5

Math teacher tutor will enable smaller math groups in order to help struggling students.

**Person Responsible**

Krishna Rivera

**Schedule**

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

**Evidence of Completion**

Teacher tutor plan book.

**Action Step 2** 5

STEM activities to provide hands-on science experiences to struggling students.

**Person Responsible**

Krishna Rivera

**Schedule**

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

**Evidence of Completion**

Teacher tutor plan book.



**Action Step 3** 5

Reading teacher tutor will enable smaller reading groups in order to help struggling students.

**Person Responsible**

Krishna Rivera

**Schedule**

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

**Evidence of Completion**

Teacher tutor plan book

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

Monitor student progress and discuss results at staff meetings.

**Person Responsible**

Krishna Rivera

**Schedule**

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

**Evidence of Completion**

Teacher plan books, grade books, and reports.

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

Student show gains on AIMS tests and classroom assessments.

**Person Responsible**

Krishna Rivera

**Schedule**

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

**Evidence of Completion**

AIMS test results and classroom assessments.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Alachua - 1011 - Alachua Learning Academy Middle - 2015-16 SIP**  
*Alachua Learning Academy Middle*

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	Middle school teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the FSA tests.	Rivera, Krishna	8/31/2015	Planning books	6/3/2016 quarterly
G1.B1.S2.A1	Middle school teachers will have weekly assignments which will include an assessment based on the standards.	Rivera, Krishna	8/31/2015	Planning books and grade books	6/3/2016 weekly
G1.B2.S1.A1	Teachers will use the FSA Portal to give students adequate practice with the computerized format of the FSA tests.	Rivera, Krishna	8/31/2015		6/3/2016 monthly
G1.B3.S1.A1	Monthly seminars will be held for all teachers and supporting staff.	Rivera, Krishna	8/31/2015	Monthly seminar sign in sheet.	6/3/2016 monthly
G1.B4.S1.A1	Math teacher tutor will enable smaller math groups in order to help struggling students.	Rivera, Krishna	8/31/2015	Teacher tutor plan book.	6/3/2016 daily
G1.B1.S1.A2	Teachers will talk to parents about the FSA Portal and encourage parents to familiarize themselves with it at home. There are lots of sample tests the students and parents should explore.	Rivera, Krishna	8/31/2015	Parent communication notes.	6/3/2016 quarterly
G1.B2.S1.A2	Students will practice keyboarding skills.	Rivera, Krishna	8/31/2015	Exam results testing speed and accuracy in teacher grade books.	6/3/2016 weekly
G1.B3.S1.A2	Teachers should become familiar with CPALMS and what the toolkits offer. This can be explored at staff meetings.	Rivera, Krishna	8/31/2015	Staff meeting minutes and discussions.	6/3/2016 monthly
G1.B4.S1.A2	STEM activities to provide hands-on science experiences to struggling students.	Rivera, Krishna	8/31/2015	Teacher tutor plan book.	6/3/2016 weekly
G1.B3.S1.A3	Teaching staff should become familiar with and use the FSA Portal.	Rivera, Krishna	8/31/2015	Staff meeting minutes.	6/3/2016 weekly
G1.B4.S1.A3	Reading teacher tutor will enable smaller reading groups in order to help struggling students.	Rivera, Krishna	8/31/2015	Teacher tutor plan book	6/3/2016 daily
G1.MA1	Discussions and data chats with individual teachers and teacher tutors.	Rivera, Krishna	8/31/2015	Planning books, interviews with teachers. AIMS results.	6/3/2016 quarterly
G1.B1.S1.MA1	Discussion at staff meetings.	Rivera, Krishna	8/31/2015	Staff meeting minutes.	6/3/2016 quarterly
G1.B1.S1.MA1	Teachers will report progress at staff meetings.	Rivera, Krishna	8/31/2015	Planning books, Parent communication notes.	6/3/2016 quarterly
G1.B2.S1.MA1	Student practice exam results.	Rivera, Krishna	8/31/2015	Teacher planning books and grade books.	6/3/2016 one-time
G1.B2.S1.MA1	Student practice exam results.	Rivera, Krishna	8/31/2015	Teacher planning books and grade books.	6/3/2016 monthly
G1.B3.S1.MA1	Discussions during staff meetings.	Rivera, Krishna	8/31/2015	Minutes from staff meetings.	6/3/2016 quarterly
G1.B3.S1.MA1	Teachers will report progress at staff meetings.	Rivera, Krishna	8/31/2015	PCG sign-in sheet.	6/3/2016 monthly
G1.B4.S1.MA1	Student show gains on AIMS tests and classroom assessments.	Rivera, Krishna	8/31/2015	AIMS test results and classroom assessments.	6/3/2016 quarterly
G1.B4.S1.MA1	Monitor student progress and discuss results at staff meetings.	Rivera, Krishna	8/31/2015	Teacher plan books, grade books, and reports.	6/3/2016 monthly
G1.B1.S2.MA1	Student Portfolio will be maintained and evaluated.	Rivera, Krishna	8/31/2015	Student portfolio with assessment samples.	6/3/2016 quarterly
G1.B1.S2.MA1	Teachers will report and discuss progress.	Rivera, Krishna	8/31/2015	Planning books and grade books.	6/3/2016 quarterly

## 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.** Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2015.

**G1.B3** Teachers must learn teaching standards that will be tested.

**G1.B3.S1** Teachers and support staff need to spend some time getting to know the test and standards.

### **PD Opportunity 1**

Monthly seminars will be held for all teachers and supporting staff.

#### **Facilitator**

PCG facilitator

#### **Participants**

All teaching staff.

#### **Schedule**

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

## Technical Assistance Items

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

**G1.** Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2015.

**G1.B1** The FSA tests may be unfamiliar and include a large amount of reading, writing, and analyzing.

**G1.B1.S1** Middle school teachers lead classes and parents through discussions of the FSA tests. This should include introduction to the FSA Portal.

### **PD Opportunity 1**

Middle school teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the FSA tests.

#### **Facilitator**

Teachers/ FSA Portal website

#### **Participants**

Students

#### **Schedule**

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

**G1.B3** Teachers must learn teaching standards that will be tested.

**G1.B3.S1** Teachers and support staff need to spend some time getting to know the test and standards.

### **PD Opportunity 1**

Teachers should become familiar with CPALMS and what the toolkits offer. This can be explored at staff meetings.

#### **Facilitator**

CPALMS.org

#### **Participants**

all teaching staff

#### **Schedule**

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

**PD Opportunity 2**

Teaching staff should become familiar with and use the FSA Portal.

**Facilitator**

FSA Portal on the web

**Participants**

All teaching staff

**Schedule**

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

Budget						
Budget Data						
1	G1.B1.S1.A1	Middle school teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the FSA tests.				\$0.00
2	G1.B1.S1.A2	Teachers will talk to parents about the FSA Portal and encourage parents to familiarize themselves with it at home. There are lots of sample tests the students and parents should explore.				\$0.00
3	G1.B1.S2.A1	Middle school teachers will have weekly assignments which will include an assessment based on the standards.				\$0.00
4	G1.B2.S1.A1	Teachers will use the FSA Portal to give students adequate practice with the computerized format of the FSA tests.				\$0.00
5	G1.B2.S1.A2	Students will practice keyboarding skills.				\$0.00
6	G1.B3.S1.A1	Monthly seminars will be held for all teachers and supporting staff.				\$0.00
7	G1.B3.S1.A2	Teachers should become familiar with CPALMS and what the toolkits offer. This can be explored at staff meetings.				\$0.00
8	G1.B3.S1.A3	Teaching staff should become familiar with and use the FSA Portal.				\$0.00
9	G1.B4.S1.A1	Math teacher tutor will enable smaller math groups in order to help struggling students.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1011 - Alachua Learning Academy Middle	General Fund		\$7,000.00
10	G1.B4.S1.A2	STEM activities to provide hands-on science experiences to struggling students.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1011 - Alachua Learning Academy Middle			\$12,000.00

<b>Budget Data</b>						
<b>11</b>	<b>G1.B4.S1.A3</b>	<b>Reading teacher tutor will enable smaller reading groups in order to help struggling students.</b>				<b>\$7,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1011 - Aachua Learning Academy Middle	General Fund		\$7,000.00
					<b>Total:</b>	<b>\$26,000.00</b>