Academy For Community Education (Ace)

2015-16 School Improvement Plan

Academy For Community Education (Ace)

8950 NW 2ND AVE, El Portal, FL 33150

http://ace.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	87%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14
Grade	I*	F

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 is pending approval by the Dade County School Board.

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
Priority	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Academy for Community Education mission statement emphasizes its goal of educating at-risk students to improve their chances of graduating. Students receive the advantage of positive reinforcement, social and emotional support, a comprehensive curriculum, mentoring, guest speakers and academic recognition.

Provide the school's vision statement

The vision of the Academy for Community Education is to help young people successfully learn, stay in school, and prepare for life in an increasingly global community.

School Environment

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

The teachers at the Academy for Community Education are caring and compassionate. They show interest and concern, express respect and hold their students to high expectations. Due to the at-risk nature of the students we serve teachers make all efforts to invite students into the learning process. Encouraging statements, pointing out some strength or improvement, take the place of comparisons. Teachers avoid discouraging actions like setting unreasonably standards, making pessimistic interpretations, and dominating by being too helpful. A multicultural approach to teaching helps to establish better student - teacher relationships. School-wide efforts are made to infuse the curriculum with studies of human cultures in all their diversities. An understanding for student culture also lays the groundwork for mutual respect between students and teachers. Teachers use the following strategies for understanding student culture: familiarization with what students are listening to, watching and doing, teaching with images that interest them, and sharing their humanity.

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

Students at the Academy for Community Education are provided a stage for developing the life skills that communities are founded on: respecting one another, working out problems, sharing power and valuing diversity, these skills do not come naturally. They are fostered through the experience of working in heterogeneous groups, adherence to firm, clear behavioral expectations and involvement in processes to reconcile unavoidable controversies.
The peer mediation program at the Academy for Community Education provides an effective means of resolving disputes, with benefits for both the mediator and disputants. Peer mediators are nominated by teachers and/or peers. They have good judgment, communication skills and leadership abilities. Cases are referred to them by students and teachers.

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

The Academy for Community Education utilizes a school wide behavior based point system. To encourage positive behavior and to promote learning, each student earns points in every class for

appropriate behavior and completion of assigned work. Students may use the points they earn to purchase items from the point store or to participate in regularly scheduled activities.

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

Developing students' social and emotional competencies helps the Academy for Community Education create a safe learning environment and contribute to academic achievement for all. Embedded into our behavior management point system is the reinforcement of social and emotional needs, such as:
• Self-Awareness – focuses on identifying and recognizing emotions, accurate self-perceptions, strengths,
needs, values and self-efficiency.
• Self-Management – includes impulse control and stress management, self-motivation and discipline, goal
setting and organizational skills.
• Social Awareness – addresses empathy and respect for others.
• Relationship skills – encompasses communication; social engagement and relationship building; working
cooperatively; negotiation; refusal conflict management and help seeking.
• Responsible Decision Making: includes problem identification and situation analysis; problem solving;
evaluation and reflection; and personal; social and ethical responsibility.

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 early warning system at the Academy for Community Education, involves, a yearlong process. At the beginning of the school year the school administration reviews and interprets student needs based on data from the previous year. Interventions are then formulated driven by the identified needs. In addition an depth review is made of in-coming risk factors. Interventions or supports are identified and implemented. Students' initial response to interventions in which they are participating are monitored and revised as necessary throughout the school year.
The early warning system indicators include the following:
• Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
• One or more suspensions, whether in school or out of school
• Course failure in English Language Arts or mathematics
• A Level 1 score of the statewide, standardized assessments in English Language Arts or mathematics

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
	9	10	11	12	
Attendance below 90 percent	56	57	39	84	236
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	10	6	2	1	19
Level 1 on statewide assessment	37	52	0	0	89
Level 1 on statewide assessment Math	26	63	33	50	172
Retention	0	0	3	13	16
GPA less than 2.0	83	44	55	13	195

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

The Academy for Community Education employs the following intervention strategies to improve the academic performance of students.
• Engage community stakeholders to assist with school based interventions as a means of securing additional capacity and resources.
• Align graduation efforts with college and career readiness efforts through the new Florida State Standards.
• Flag student records when school adults recognize early warning system indicators being reached. Place
those students on a support list.
• Match students on the support list with available interventions or design new ones.
• Review student records (student services) on a bi-weekly basis, share pertinent information about students, monitor the effect of interventions.
• Monitor the points students are earning on their Jaguars Five Fabulous Five Point Sheet.
• Provide counseling and mentoring opportunities
• Personalize the education setting
• Provide career and college awareness opportunities
• Focus on achievement in core courses
• Hold regular meeting of staff teams to discuss students with early warning indicators, plan interventions
and follow up on interventions.
• Provide positive social incentives and recognition for good behavior.
• Create a culture that says attending school everyday matters.
• Reduce class size for students whose failure is rooted in social emotional issues.
• Behavior contracts with family involvement.
• Offer appropriate social service or community supports.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/226688.

Description
A PIP has been uploaded for this school or district - see the link above.

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 Academy for Community Education promotes the vision of forming authentic partnerships with the local
community to support the achievement of all students. Strategies that have been implemented include:
• Partnerships with community education programs.
• Integrating community service programs into the curriculum.
• Coordinating social services for students and parents
• Forming partnerships with local business and civic groups to enhance students instructional experiences
• Collaborating with local universities in a range of educational projects
• Involving community members in schoolwide and classroom activities, such as, giving presentations and
serving as information resources

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
Carter, Deborah	Principal

Duties

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

Dr. Deborah A. Carter, Principal
Dr. Williamae Noel, Teacher
Ms. Nika Smith, Teacher
Ms. Yvette Hines, Reading Teacher
Mr. Andre Whittle, Student Services
Marjorie Thevenin, Community Liaison

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 MTSS/RtI Team will meet to review data and to make instructional decisions, and review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, or are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development activities and resources to be implemented. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of the programs, and make decisions to take corrective actions as needed. In addition, the team will provide levels of support and interventions to students based on data.
Title I, Part A ....
The Academy for Community Education provides services to assure students requiring additional remediation are assisted through during/after school tutoring programs. Teachers design and implement evidence-based intervention strategies, which is based on data collection, data analysis and observations.
Nutrition Programs.......
1) The Academy for Community Education adheres to an implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute is taught through physical education.
3) The Academy for Community Education food service program, school breakfast and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Deborah A. Carter	Principal
Andre Whittle	Education Support Employee
Anne Mc Laughlin	Teacher
Craig Bozorth	Teacher
Nilda M. Cruz	Education Support Employee
Sharon Perez	Parent
Marie Pierre	Parent
Valentina Cea	Student
Lynn Bauer	Business/Community
Marjorie Thevein	Business/Community
Yvett Hines	Teacher
Janay Jones	Student
Kimberly Jones	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

Evaluation is the center of almost all education quality improvement policies and strategies. As a result, a vital function of the SAC is to evaluate the school improvement plan. The SAC meets at the beginning of the school year to evaluate the prior year's school improvement plan, during the meeting

the following questions are addressed:
• Was sufficient progress achieved?
• Were the strategies effective?
• Were "Midcourse corrections" sufficient?
• Did the plan significantly improve the performance of students?
• Did the plan address high priority needs?

Development of this school improvement plan

The Educational Excellence School Advisory Council's (EESAC) primary purpose is to assist the principal in developing a school improvement plan and evaluating the results of the plan in order to help students achieve success. With that said, the EESAC reviews 2014 student achievement data in order to make adjustments to strategies outlined in the 2013-2014 School Improvement Plan. Representatives from each academic department reviewed strategies in light of student performance. Strategies were added, deleted or modified by the EESAC after receiving feedback from teachers in each academic arena.

Preparation of the school's annual budget and plan

During regularly scheduled SAC meetings, the SAC is afforded input into the school's plan. The priority in the budget is student achievement.

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

EESAC funds will be used as incentives/rewards for students based on their academic achievements.

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
Carter, Deborah	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be to enlarge the capacity of reading knowledge within the school, and focus on areas of literacy concerns across the school, including implementing Common Core Standards.
Disaggregating data to determine student performance growths and weaknesses in order to adjust curricular strategies. Additionally, the LLT will focus on developing reading strategies to be used across the curriculum.

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 administration works to reduce teacher isolation by implementing policies that foster collaboration, effective communication, collegial relationships, a sense of community and reduction of isolation. In addition, the school administration works to provide a caring and productive environment which promotes positive and caring relationships among staff.
Additional strategies include:
• Using common planning time for teachers
• Assigning teams of teachers to group of students
• Setting aside blocks of time for in-depth professional development.

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

* Solicit referrals from current employees.
* Teacher Membership Program.
* Establish Professional Learning Communities.
* Share Best Practices.

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

The Academy for Community Education does not have any teachers that qualify at this time.

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 principal monitors lesson plans and conducts classroom walk through to ensure that the school's core instructional programs and materials are aligned to Florida's standards.

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

Interim and bi-weekly assessment data are dis-aggregated on a bi-weekly basis, students' strengths and weaknesses are noted and discussed. Instructional groups are then formed based on the student performance data. These instructional groups provide support for students having difficulty with the Florida Standards.

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: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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 following strategies are used by the Academy for Community Education:
• Intervention early when students are developing their college and career aspirations.
• Emphasize rigor and high expectations for all students, along with appropriate counseling and supports.
• Integrate strong academic content into career focused classes.
• Collaborate with post-secondary instructions, economic development agencies and employers to help
create smoother transition to college and the workforce.

College and Career Readiness

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

The Academy for Community Education has academic counseling that is geared towards students' academic and vocational strengths. The student schedules reflect their preferences. Additionally, students are tested to determine their individual academic and vocational strengths and weaknesses. Additionally, the Individual Education Plan of each student incorporates all of the above. Students are also exposed to career fairs, college fairs, guest speakers and field trips.

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

The Academy for Community Education applies and integrates courses to help students see the relationships between subjects and the relevance to their future by:
• incorporating more academic content in vocational courses
• vocational and core teachers planning together to enhance academic competencies in vocational programs

• making the academic curriculum more career oriented and vocationally relevant
• Industry Certification available throughout the computer classes.

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

The summary of the skills report will be reviewed and analyzed to identify the deficiencies and to provide interventions. Students in grade 11 will participate in the PERT administration and the students who are not college ready will be provided with remediation and additional opportunities to retake the PERT exam. Seniors who are not college ready are enrolled in a Florida College Prep class for reading, writing, and mathematics in order to assist them in transitioning to college. Secondary goals are addressed through the administration of the ASVAB that identifies student strengths and weaknesses, as well as career inclination.

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

The following strategies are used by the Academy for Community Education:
• Intervention early when students are developing their college and career aspirations.
• Emphasize rigor and high expectations for all students, along with appropriate counseling and supports.
• Integrate strong academic content into career focused classes.
• Collaborate with post-secondary instructions, economic development agencies and employers to help
create smoother transition to college and the workforce.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

N/A

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.

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.   To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

🔍 G073952

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Math - All Students	32.0

Resources Available to Support the Goal `2`

- ELA: -FAIR Data -Bi-Weekly Assessment Data -District Pacing Guides -Language Arts Florida Standards Item Specifications -Common Planning

Targeted Barriers to Achieving the Goal `3`

- Instructional staff would benefit from assistance with developing lesson plans that specify data-based differentiated instruction as well as student end products that will demonstrate student growth towards meeting expectations of the Language Arts Florida Standards.

Plan to Monitor Progress Toward G1. `8`

During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.

Person Responsible
Deborah Carter

Schedule
Biweekly, from 9/15/2015 to 1/21/2016

Evidence of Completion
Lesson plans, student work samples, and common planning artifacts.

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. To increase student achievement by improving core instruction in all content areas. 1

🔍 G073952

G1.B1 Instructional staff would benefit from assistance with developing lesson plans that specify data-based differentiated instruction as well as student end products that will demonstrate student growth towards meeting expectations of the Language Arts Florida Standards. 2

🔍 B193134

G1.B1.S1 During common planning, utilize data to inform small group instruction as well as the Florida Standards Item Specifications and Pacing Guides to design student end products. 4

🔍 S204647

Strategy Rationale

Since most teachers are out of field they need to build their instructional capacity in their content are as well as consistency and accountability.

Action Step 1 5

During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.

Person Responsible

Deborah Carter

Schedule

Biweekly, from 9/15/2015 to 1/21/2016

Evidence of Completion

Lesson plans, student work samples, and common planning artifacts.

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

During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.

Person Responsible

Deborah Carter

Schedule

Biweekly, from 9/15/2015 to 1/21/2016

Evidence of Completion

Lesson plans, student work samples, and common planning artifacts.

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

During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.

Person Responsible

Deborah Carter

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work samples, and common planning artifacts.

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	During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.	Carter, Deborah	9/15/2015	Lesson plans, student work samples, and common planning artifacts.	1/21/2016 biweekly
G1.MA1	During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching	Carter, Deborah	9/15/2015	Lesson plans, student work samples, and common planning artifacts.	1/21/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	of areas in which students are deficient based on data.				
G1.B1.S1.MA1	During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.	Carter, Deborah	8/18/2014	Lesson plans, student work samples, and common planning artifacts.	6/4/2015 biweekly
G1.B1.S1.MA1	During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.	Carter, Deborah	9/15/2015	Lesson plans, student work samples, and common planning artifacts.	1/21/2016 biweekly

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. To increase student achievement by improving core instruction in all content areas.

G1.B1 Instructional staff would benefit from assistance with developing lesson plans that specify data-based differentiated instruction as well as student end products that will demonstrate student growth towards meeting expectations of the Language Arts Florida Standards.

G1.B1.S1 During common planning, utilize data to inform small group instruction as well as the Florida Standards Item Specifications and Pacing Guides to design student end products.

PD Opportunity 1

During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.

Facilitator

Ms. Hines

Participants

Literacy Teachers

Schedule

Biweekly, from 9/15/2015 to 1/21/2016

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	During common planning, teachers will utilize two-column notes to determine if student end products are aligned to the standards and learning objectives. Teachers will also plan for re-teaching of areas in which students are deficient based on data.	$0.00
		Total:	$0.00