Veterans Park Academy For The Arts

2015-16 School Improvement Plan

Veterans Park Academy For The Arts

49 HOMESTEAD RD S, Lehigh Acres, FL 33936

http://vpa.leeschools.net//

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	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 is pending approval by the Lee 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
Not In DA	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

At Veterans Park Academy for the Arts we strive to provide every student an avenue to success through academics, creative and expressive arts, and athletics.

Provide the school's vision statement

Veterans Park Academy for the Arts partners with families and the community to develop productive and creative global citizens.

School Environment

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

VPAA hosts a series of events at our school to build relationships between the teachers and students. We host various events including family night, Flick on the Field, Spring Fling, Student Led conferences. During these events the students have the opportunity to display their cultural heritage and pride and socialize with their peers and school affiliates.

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

We strive to make our students feel safe and respected throughout their day at school. Various staff members are available to meet the needs of students. These staff members are qualified to guide our students through challenging situations whether they be academic or personal. Student mentoring and tutoring during school hours and after school hours are available to help the students feel supported. Additionally we have programs like homework help, sports clubs and the arts program which assist with demonstrating a respect for our student's interests.

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

For the 2015-2016 school year we will be implementing an Infraction Card in the Middle School. Students will receive an infraction for misbehavior in the classroom. The card identifies observable behaviors for teacher to choose from along with hierarchical consequences for each infraction step. By using this card, students will be aware at all times of their infractions, as well as being held accountable for their behavior. Furthermore, instead of going out of class to ISS, students will remain in class minimizing loss of instructional time and ensuring engagement in learning. The students are also receiving a positive rewards card, ROAR, that will allow them the opportunity to be recognized for exhibiting positive classroom behaviors and work ethic. Students will collect stamps that will permit them to participate in different rewards and activities during the school day.

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 various pupil services available to our students include guidance from certified school counselors. The counselor's primary roles are to be accessible to the students whenever they have a

need and to guide them through various challenges that the student may be facing. Additionally, we have on staff a behavior specialist who can help to manage the social-emotional needs of our students.

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

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-Infraction card, referral, one or more suspensions, whether in school or out of school
-Course failure in ANY core classes

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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 various intervention strategies employed by VPAA to improve academic performance include utilization of the intervention classes, scheduling students for double blocks of instruction, and tutoring support.
Teachers monitor academic performance and send parentlink notices or other forms of communication to make the parents aware of academic struggles. Parent- teacher conferences are scheduled as needed. Additionally, student led conferences are used to keep the parents informed of their child's progress.

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/180528.

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

We currently have one parent involvement specialist employed who works to connect to the local community. She has identified several potential partners that will be targeted in an effort to build a true partnership with these businesses. A plan has been mapped out and goal setting for the potential business and schools will be agreed upon.

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
Savage, Kenneth	Principal
Dawson, Kenna	Assistant Principal
Fristensky, Gwen	Assistant Principal
Stedman, Kelly	Assistant Principal
Duval, Tracy	Administrative Support

Duties

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

Ken Savage is responsible for maintaining a broad view of the school and maintaining day to day operations for the entire school. Tracy Duval manages the daily needs of the students and staff in grade 7-8 Kelly Stedman is responsible for supporting the staff and students in grade 4-6. . Kenna Dawson supports the K-3 areas of the school. Gwen Fristensky is tasked with managing the K-8 enrichment needs as well as the needs of our Exceptional Student Education population

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

Regarding our MTSS processes, at Veterans Park we use grade level assessments (baseline, etc.) along with progress monitoring weekly to determine if growth is occurring. If we determine that we have students who are not progressing, we have additional resource staff who are trained to determine area of weaknesses and to offer additional support. The resource staff provides additional small group instruction inside the classroom as well. Furthermore, there are staff members on site who share their expertise with those teachers who may need additional support.

Title I – Title I, Title II, SAI, and other grant-funded programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. The writing of the SIP is facilitated by administration and a team of teacher leaders across all curricular areas. Parents are also invited to provide input through the SAC, or School Advisory Council. All school improvement plans are then reviewed at the district level by a team of specialists for appropriate review of funds and effective allocation of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools and funds are used appropriately to provide students additional support.

Title II – All Grant-funded programs coordinate through the SIP (School Improvement Plan) process. Within this

plan, Veterans Park Academy for the Arts will complete a needs assessment regarding professional development needs in collaboration with Title II. The assessment is concentrated in reading, math, science and writing to develop a professional development plan to meet the needs of students. The plan includes both funded and unfunded training to occur within the 14-15 school year. The plan concentrates in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. However, the plan also addresses teachers who work with student populations not addressed in Title I. As part of the SAC, or School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement and professional development plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs that utilize federal funds to support schools do not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the School Board for approval. Periodic district level meetings with managers of all programs funded by federal or state sources also open lines of communication and encourage cooperation between programs.

SAI, or Supplemental Academic Instruction, is used to provide unique learning programs at schools. SAI funds are also used to fund reading/math intervention, after-school tutoring, and any enrichment or summer school programs throughout the District. Periodic district level meetings with managers of all programs funded through federal or state funding sources also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ken Savage	Principal
Amy Koehnig	Student
Zuly Perez	Teacher
Stephen Marrero	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

The SAC had little formal influence on the evaluation of the prior SIP. However, the prior SIP is considered in the development and feedback of the current year's SIP and in that manner there is some contrasting evaluative discussion within the SAC meeting. (This is noted in the SAC minutes)

Development of this school improvement plan

The SAC will help to govern the school and provide advice to the to the Administration regarding changes that need to occur to the school improvement plan.

Preparation of the school's annual budget and plan

Since the majority of the school's operational budget is completed during the early summer, there is little influence from the SAC on this plan. However, as needs are identified in early SAC meetings, some flexibility is retained within the budget for this type of feedback and consequent allocation of resources.

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

Following is a description of how the funds were used as well as the totals allocated to each project.
Instructional Supplies-$ 5732.00
Staff developmental-consultant contracts- $1054.00
Staff development contracts- $66.00
Out-of-county travel-$370.27
Staff development supplies-$15979.51
Staff development I dues and fees-$ 159.00

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
Caldwell, Yvonne	Teacher, K-12
Cangialosi, Erica	Teacher, K-12
Jones, Brenda	Instructional Media
Stinson, Kim	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Ensuring literacy is incorporated across the curriculum
Focus on school-wide literacy through activities and events
Read Across America Week
Elementary Literacy Night
Quarterly Accelerated Reader parties
Character Reading Day
Promoting reading for enjoyment
Read-Alouds
Accelerated Reader program

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

We currently are utilizing PLC structures at Veterans Park. The teachers meet in small cohorts which supports collaborative planning for instruction as the groups consist of common subject areas and common grade levels. The PLC weekly topics are generally determined by the PLC teacher leader and the members within the group. This ensures that the learning is based on their need rather than a perceived outside need.

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

The administration has worked to establish procedures in an effort to recruit and retain highly qualified teachers. To support new teachers, orientation with monthly meetings are held. The new teachers at our school are paired with experienced teachers to make the classroom transition go smoothly. Additionally, weekly PLC's have been established to enhance professional development and teacher collaboration.

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

The teacher mentoring program consists of many components. In order to meet the need of first year teachers, they are paired with mentors. Mentors meet with the new teachers to discuss lesson planning, strategies, classroom management, professional development needs and evaluations. In addition to mentors, Veterans Park holds regular monthly meetings to familiarize new teachers with technology programs, evaluations, school procedures, and classroom management.
We also feel that new teachers benefit from observing other teachers and schedule a day to visit classrooms to gain helpful insight. At the end of the day we hold a debriefing meeting to discuss the observations and what they learned from the observations.

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 curricula that are utilized at our school are stated adopted materials. These materials, before they can be considered for adoption, have to be on the approved state adoption signifying that they have met the requirements for alignment with the Florida Standards.
In addition, professional development as it relates to unpacking/repacking the standards is a central focus for our school which will eventually permit the teachers to evaluate their materials critically to ensure an alignment between the instructional programs and the standards are completely aligned.

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

At Veterans Park we work to differentiate within each classroom. The differentiation is guided based on our data review. Data is pulled from performance matters and classrooms assessments and reviewed during the PLC structures. Various modifications are implemented to meet the needs of all of our students including rotations within the classroom, additional instructional support personnel, and the utilization of computer programs that provide practice based on the student's current

instructional level.

Students schedules also reflect additional instructional time allotted for those that are not meeting the proficiency requirements. Furthermore, we have challenging academic programs, as denoted on our master schedule, in place to continue to push our advanced learners.

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: 7,890

After school instructional enrichment:
After school math/reading tutoring targeting specific area of need

Strategy Rationale

Some students need additional support that they are unable to get from home to complete their assignments. Additionally, after support school is provided to the students who may need additional practice mastering various skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dawson, Kenna, kennajd@leeschools.net

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

Progress monitoring occurs weekly within the state adopted curricula. The teachers working in these programs can collaborate with the core teachers to determine if progress is being made.

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 PK VE Program is an individual needs-based program that services special needs children from ages 3-5. The main focus is to build on social, adaptive and communication skills as well as pre-academic readiness skills. Strategies are based on individual needs, for example – use of visuals, resource support, occupational and physical therapists, a speech language pathologist and often a vision teacher. Our aim is to move students to Kindergarten at a level that is appropriate for them, usually staying within the ESE/Self-contained environment, but sometimes leading to general education placement.

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:

•

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. Teacher engagement will increase at least .2 in the Q12 areas of clarifying expectations as measured by the FY16 Gallup Teacher Engagement Survey.

G2. Increase student performance (as measured through the State's high stakes assessments) as evidenced through balanced scorecard quartiles of schools in Lee County.

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. Teacher engagement will increase at least .2 in the Q12 areas of clarifying expectations as measured by the FY16 Gallup Teacher Engagement Survey. 1a

🔍 G074376

Targets Supported 1b

Indicator	Annual Target
5Es Score: Effective Leadership	0.2

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Staff not reviewing expectations outlined

Plan to Monitor Progress Toward G1. 8

Survey data will be colllected

Person Responsible
Tracy Duval

Schedule
Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion
Survey data

G2. Increase student performance (as measured through the State's high stakes assessments) as evidenced through balanced scorecard quartiles of schools in Lee County. `1a`

G074377

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	75.0
FCAT 2.0 Science Proficiency	75.0
Math Lowest 25% Gains	75.0
Math Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
Civics EOC Pass	75.0

Resources Available to Support the Goal `2`

•

Targeted Barriers to Achieving the Goal `3`

• Teachers having limited knowledge of the standards and how to track progress.

Plan to Monitor Progress Toward G2. `8`

Admin and teacher leaders will participate within the grade level PLC and cluster PLC's to determine progress monitoring.

Person Responsible
Kenneth Savage

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

Evidence of Completion
Review formative/summative assessment 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. Teacher engagement will increase at least .2 in the Q12 areas of clarifying expectations as measured by the FY16 Gallup Teacher Engagement Survey. 1

🔑 G074376

G1.B1 Staff not reviewing expectations outlined 2

🔑 B194179

G1.B1.S1 Provide the expectations in multiple mediums including through the VPAA Handbook, weekly emails, sharepoint folders, through team leaders. 4

🔑 S205706

Strategy Rationale

Receiving information through multiple mediums should clarify expectations.

Action Step 1 5

Communication of expectations will be provided through multiple means.

Person Responsible

Kenneth Savage

Schedule

Quarterly, from 9/11/2015 to 6/10/2016

Evidence of Completion

A survey will be sent out to staff to gather evidence.

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

Handbook form will be signed, team meeting minutes will be reviewed, emails will be sent

Person Responsible

Tracy Duval

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Handbook forms, minutes, emails

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

Continual revision of handbook, weekly emails, minutes posted

Person Responsible

Tracy Duval

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Handbook updates to Sharepoint, emails,minutes

G2. Increase student performance (as measured through the State's high stakes assessments) as evidenced through balanced scorecard quartiles of schools in Lee County. 1

G074377

G2.B1 Teachers having limited knowledge of the standards and how to track progress. 2

B194181

G2.B1.S1 Teachers will participate in an unpacking/repacking of the standards. 4

S205707

Strategy Rationale

This training will begin to build the teachers knowledge of the standards and help them to understand how to backwards map their instruction. .

Action Step 1 5

Training on unpacking standards

Person Responsible

Tracy Duval

Schedule

On 8/18/2015

Evidence of Completion

Exit tickets

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

lesson plans

Person Responsible

Kelly Stedman

Schedule

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

Evidence of Completion

The lessons plans will be reviewed weekly to determine implementation.

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

Review performance assessment data

Person Responsible

Gwen Fristensky

Schedule

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

Evidence of Completion

Assessment scores will be reviewed.

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	Communication of expectations will be provided through multiple means.	Savage, Kenneth	9/11/2015	A survey will be sent out to staff to gather evidence.	6/10/2016 quarterly
G2.B1.S1.A1	Training on unpacking standards	Duval, Tracy	8/18/2015	Exit tickets	8/18/2015 one-time
G1.MA1	Survey data will be colllected	Duval, Tracy	9/15/2015	Survey data	6/10/2016 quarterly
G1.B1.S1.MA1	Continual revision of handbook, weekly emails, minutes posted	Duval, Tracy	9/15/2015	Handbook updates to Sharepoint, emails,minutes	6/10/2016 quarterly
G1.B1.S1.MA1	Handbook form will be signed, team meeting minutes will be reviewed, emails will be sent	Duval, Tracy	9/15/2015	Handbook forms, minutes, emails	6/10/2016 quarterly
G2.MA1	Admin and teacher leaders will participate within the grade level PLC and cluster PLC's to determine progress monitoring.	Savage, Kenneth	8/31/2015	Review formative/summative assessment results.	6/10/2016 daily
G2.B1.S1.MA1	Review performance assessment data	Fristensky, Gwen	8/31/2015	Assessment scores will be reviewed.	6/10/2016 biweekly
G2.B1.S1.MA1	lesson plans	Stedman, Kelly	8/31/2015	The lessons plans will be reviewed weekly to determine implementation.	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase student performance (as measured through the State's high stakes assessments) as evidenced through balanced scorecard quartiles of schools in Lee County.

G2.B1 Teachers having limited knowledge of the standards and how to track progress.

G2.B1.S1 Teachers will participate in an unpacking/repacking of the standards.

PD Opportunity 1

Training on unpacking standards

Facilitator

Tracy Duval

Participants

K-8 Teachers

Schedule

On 8/18/2015

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	**Communication of expectations will be provided through multiple means.**	$0.00
2	G2.B1.S1.A1	**Training on unpacking standards**	$0.00
		Total:	**$0.00**