

The School District of Lee County

The Alva School



2016-17 Schoolwide Improvement Plan

The Alva School

17500 CHURCH AVE, Alva, FL 33920

<http://alv.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for The Alva School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Alva School will provide educational opportunities for academic excellence for all K-8 students in a safe, respectful, and productive learning environment.

b. Provide the school's vision statement.

The Alva School is a place of excellence where all students are inspired to think and learn.

The school will design programs and learning opportunities that promote academic achievement and the personal and social growth of every student. As a richly diverse community of learners that values all its members, The Alva School will assume a central role in the community by linking parents, local agencies, and businesses to the school.

The Alva School will provide a safe and productive learning environment in which students can communicate effectively, think critically, solve problems, and are technologically literate through a variety of curricular and extra-curricular activities. Through a challenging course of study with high standards, students will become responsible learners who can work collaboratively, and be accountable for their own academic and developmental progress.

The Alva School students will become life-long learners who will be educated to make valuable contributions to society. Through the teamwork of the school, home, and community, every student will be well prepared for the demands of the future.

2. School Environment

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

The Alva School's focus Preschool Week was on the importance of planning using the academic plan, Standards based planning, Thinking Map continual training, Growth Mindset training and building relationships throughout the combined K-8 school community.

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

Through the implementation of P.B.I.S., all stakeholders at The Alva School practice clearly defined behavioral expectation through the "Be R.E.A.L" motto. Students are taught to be respectful, engage in learning, actively learn, and listen throughout the day. As part of the "Right to Succeed" implementation, every classroom implements circles where students can communicate in a safe environment.

c. 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.

As described above, every student is expected to be "REAL". All teachers established classroom protocols during the first week of school to reward and discipline behavior. The school rewards

positive choices through "Be REAL" tickets that allow the students to attend positive events throughout the year. If students make choices that are not "REAL" teachers track student behavior through a "Right to Succeed" tracking form in where teachers record their response to student's behavior. Our "Right to Succeed" Specialist will support the implementation of this process and support teacher implementation.

d. 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 Alva School's Guidance Counselor works with our "Right to Succeed" Specialist to organize what the student social-emotional needs are through tracking forms and guidance referrals. The Guidance Counselor will work with small and large groups of students to provide guidance as needed. The Leadership Team will meet monthly with groups of teachers to discuss not only the academic needs of students, but also the behavioral and emotional needs of the student population. The Guidance Counselor will visit each classroom once a month in addition to providing one-on-one when needed.

3. Early Warning Systems

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

a. 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
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Two or more indicators

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	7	8	5	11	9	10	28	25	26	0	0	0	0	129	
One or more suspensions	0	0	4	2	6	3	7	14	22	0	0	0	0	58	
Course failure in ELA or Math	4	2	1	10	12	0	10	2	3	0	0	0	0	44	
Level 1 on statewide assessment	0	0	0	17	37	14	48	60	68	0	0	0	0	244	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	2	2	5	9	2	18	19	11	0	0	0	0	69	

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

The intervention strategies we employ at the school to improve the academic performance of students identified by the early warning system are as follows:

- We offer "The Right to Succeed" process for all K-8 students. Through this process students are

coached one-on-one to determine where they need additional support to achieve personal success. This program focuses specifically on four key areas (transitions, work routine, planning/organization, and/or social relations). Teachers and students work collectively to set specific goals according to the focus area. The "RTS" facilitator develops a check-in process with the student to monitor growth and determine if the support level is meeting the student's needs. This process continues as long as the shows a need.

- We offer behavioral support structures for all K-8 students. The structures are tailored for specific student needs as determined by the PBIS behavior support team. Students can have peer mentors, adult mentors, check-in/check-out programs, social skills training, and incorporation of restorative practice techniques such as "Circles".
- We offer continuous communication techniques with all stakeholder to provide a wealth of opportunities for family members and community member to take a vested partnership with the school to support our student. We incorporate school-wide parent-link messages, student based parent-link message, up to date school website, monthly newsletters, twitter messages, PTO involvement, SAC membership, and volunteer opportunities around out campus.
- We offer the MTSS structure for our K-8 students. The MTSS program helps to guide our specific 4 Step-problem based support structure for students who are exhibiting academic and/or behavioral needs. This year we will be completing the SAM (Self-Assessment of MTSS Implementation). This assessment will provide our school with specific data regarding our implementation of effective MTSS practices. We will utilize these results to ensure we are maximizing our efforts regarding specific continuous student support.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

For the 2016-2017 school year, The Alva School will invite parents to participate in school based activities that allow them to deepen their understanding of students goals, curriculum and procedures (PBIS, SAC, PTO, Subject Area Parent Nights, etc.)

2. 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.

Through our Parent Liaison, The Alva School, will organize current and perspective community partnerships and school needs to establish relationships that benefit all stakeholders. The Parent Liaison is the main contact for all involved parties at The Alva School and the surrounding community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Edward, Lynn	Principal
Smith, Holly	Assistant Principal
Winfree, Stacia	Assistant Principal
Langley, Beau	Administrative Support
Fowler, Rogene	School Counselor
Sites, Kristin	Instructional Coach
Smith, Erica	Instructional Coach

b. Duties

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

Our teachers are the front line of our MTSS process. They are typically the ones who will first identify a data based trend that is concerning for certain student. Next, our grade level teams and reading coaches provide collaborative efforts in determining the cause of a students specific problem as well as assist in developing the plan to implement the intervention. The administrative team will ensure that the staff are trained in delivering the specific intervention that will be put in place. Our MTSS school-based contact will guide in creating the visual graph that will provide specific trend information following the incorporation of the intervention to truly see its effectiveness. The administrative team assists the MTSS school-based contact along with the teacher, team, and coach in evaluating the plan.

2. 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.

Our school's data-based problem solving process begins by moving through 5 key steps. First, we focus on defining the problem. Second, we identify/analyze the cause. Third, we develop a plan. During this step we will determine the specific intervention we will incorporate with a student. We will also determine which staff member will have the proper time to implement it with fidelity. We will also determine if this staff member needs further training to implement the plan in accordance with its expectations. Fourth, we implement the plan. Fifth, we evaluate the plan.

This process is constantly moving and being evaluated. The ultimate goal is to provide students with interventions that help them maximize their growth gains. Our teachers have numerous supportive outlets for encouragement, ideas, planning, brainstorming, and collaborating. These teams include but are not limited to the following: grade level, department level, content area, reading coaches, administration, and district level department leaders.

As a teacher begins to identify students in need each teacher and team begin to move through the data-based problem solving process. They will use Target Assessments, Anecdotal Observations, Formative Assessment, etc. to enumerate a concerning trend for a student. Once the problem has been identified the cause is analyzed by looking at the root of what is causing the concern. Next, the team will collectively determine what intervention will be utilized first to improve the root concern. A specific schedule of who, what, when, materials, and evaluation data sources will be determined.

After the plan has been carried out with fidelity and density it is reviewed for its effectiveness for this student. The plan will be tweaked based upon results or a new intervention may be implemented if it is determined that the true root cause was different then previously thought.

This type of process requires that the all stakeholders are constantly reflecting on what they are doing, if they are doing it as it was intended, and if it is effective. These discussions are taking place daily, weekly, and monthly. The teachers, teams, coaches, and administration are united together to provide students with the specific support needed.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laura Robinson	Teacher
Lynn Edward	Principal
Andy Erikson	Business/Community
Sherma Owens	Parent
Doris Cruz-Pabon	Teacher
Jessica Watkins	Education Support Employee
Theresa Davis	Education Support Employee
Ryan Lask	Business/Community
Bea Paxson	Parent
Felix Perez	Parent
Brittany Stancel	Parent
Darren Watkins	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC met on September 20, 2016 to evaluate last years School Improvement Plan. During this meeting the members discussed successes and areas for growth for The Alva School. It was discussed that the district recommended two goals. One goal's is focused on increasing student's mathematical performance. The second goal's focus is to ensure student safety. From this discussion, there were some areas of concern identified.

b. Development of this school improvement plan

On September 20, 2016 the SAC met to review the current state of The Alva School, and reviewed the district suggested goals. The SAC discussed the identified resources and barriers, and then gave input on the 8 step problem solving method. Last year's data and goals were reviewed and then the SAC voted to approve the school improvement plan.

c. Preparation of the school's annual budget and plan

The Alva School's motto this year is: "Everything we do is about student achievement". The SAC's budget will be dedicated to the implementation of Professional Development that supports effective

teaching strategies for differentiation to support student learning and parental support and communication of those strategies through the Growth Mindset model.

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

NA

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lewter, Kari	Teacher, K-12
Smith, Erica	Instructional Coach
Sites, Kristin	Instructional Coach
Abrams, Shari	Teacher, K-12
Winfree, Stacia	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT will be to support student and teacher learning of the Florida standards while utilizing new district adopted reading materials and academic plans.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Alva School has implemented joint planning time at every grade level and common subject area. Once a week teachers will meet in PLCs to identify who has mastered identified standards, who is not achieved mastery, and who is ready to move forward. From these discussions, teachers plan for the following week identifying activities, support, and formative and informative assessments to be implemented.

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

The administrative team including Lynn Edward, Stacia Winfree, and Holly Anderson work diligently to recruit highly qualified teachers by participating in all of the district help recruiting fairs. Through team interviews that focus on all of the attributes that an effective teacher masters, teachers are screened carefully before gaining employment at The Alva School. To retain effective teachers, The Alva School employs three coaches to support teachers.

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

The Alva School recognizes the need to support teachers that are either new to teaching or new to The Alva School. To provide support to teachers that are new to teaching or teaching in the district, the Apples program pairs mentor teachers with new teachers. The mentors must have district mentoring training and display quality teaching methodologies. Teachers are paired with mentors with similar grade levels or subject areas to provide the new teacher with both pedagogical and curriculum support. To support teachers that are new to the Alva Community, teachers who are new to our school meet twice a month to share school based information and answer any questions that might be of concern to the new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The Alva School will plan all instruction based on the appropriate Florida State Standards and Florida Next Generation Sunshine State Standards . Using those standards and the district academic plans, teachers and support staff will plan lessons to ensure every child's success. Utilizing the newly adopted middle and elementary curriculum as a resource to teach those standards, teachers will utilize every resource available to them at The Alva School. Through "Common Board Configurations", students and administration will be able to easily identify the standards being taught. Weekly PLC meetings are conducted to collect standards based data for tracking and instruction.

b. Instructional Strategies

1. 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.

The Alva School differentiates instruction based on the data provided through state standardized testing results on each student enrolled. Within the data, the results are categorized into benchmarks which are then used to place students into groups based on individual needs. Through the support of reading and math instructional coaches, teachers are supported with instructional strategies and learning techniques to support each diverse need of students. Instructional coaches are placed in classroom daily to support both teachers and learner. In addition, teachers meet weekly with instructional coaches, grade levels, or departmental teachers to discuss results and additional needs of The Alva's School diverse population.

2. 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: 30

During this block of time, teachers meet as grade levels or like subject area groups to collaborate, share resources, analyze data, and plan effective lessons that will meet the needs of all of the students in their classrooms.

Strategy Rationale

By collaboratively planning weekly lessons, teachers will be provided support and resources to improve the quality and effectiveness of the instruction in their classrooms.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Winfree, Stacia, staciaaw@leeschools.net

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

Data will be collected through weekly assessments in the grade level of subject area classrooms. Weekly data will be analyzed, and used to guide instructional choices for the following week,

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Alva School routinely invites our student's parents and the community to parent resource nights to allow parents to support their child's school readiness.

b. College and Career Readiness

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

The Alva School offers a diversity of elective classes which prepares students for college and career readiness.

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

Technology classes such as Applications in Computer Business, TV Production, and Critical Thinking. Art classes in Digital Art and Design as well as music classes focusing on beginning and advanced bands, Jazz band, STOMP, guitar, and chorus are offered throughout the school year. The Alva School also offers Virtual Learning which provides a variety of classes from which student may choose to advance their knowledge on college and career awareness. An additional class on Agriscience Foundations is offered as well. This class raises chickens and raises vegetables through hydroponics.

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

The Alva School offers a Robotics class to students which integrates the field of robotics with science concepts as they physically manipulate and create a solar powered vehicle with towing capacity.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The Alva School will maintain 100% completion or 0 deficiencies during the 2016-2017 State Requirements for Educational Facilities inspection.
- G2.** The Alva School will increase the percent of students making English Language Arts/Reading gains by eight percent, 51% total, during the 2016/2017 school year as tested by the Florida Standards Assessment (School Grading System).

Strategic Goals Detail

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

G1. The Alva School will maintain 100% completion or 0 deficiencies during the 2016-2017 State Requirements for Educational Facilities inspection. 1a

G082721

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- A lack of knowledge of the requirements identified for public educational facilities by all staff members

Resources Available to Help Reduce or Eliminate the Barriers 2

- Last Year's SREF Report
- Building Supervisor
- School Based Leadership Team
- Safety Coordinator

Plan to Monitor Progress Toward G1. 8

Inspection conducted by the SREF inspector.

Person Responsible

Buddy Strickland

Schedule

On 12/1/2016

Evidence of Completion

SREF compliance report.

G2. The Alva School will increase the percent of students making English Language Arts/Reading gains by eight percent, 51% total, during the 2016/2017 school year as tested by the Florida Standards Assessment (School Grading System). 1a

G082722

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	51.0

Targeted Barriers to Achieving the Goal 3

- K-8 Language Arts Teachers are using pacing guides and pre-made assessments to guide and pace classroom instruction.
- K-8 Language Arts Teachers lack time, materials, and instructional strategies necessary to provide differentiated instructional strategies to all learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers
- School Based Leadership Team
- Academic Coaches
- School Based Resource Teachers
- Star 360 - Language Arts
- PLC
- Boost Reading Program

Plan to Monitor Progress Toward G2. 8

Progress will be monitored through Star 360 Reading, Language Arts Assessments, Social Studies Assessments, and Science Assessments.

Person Responsible

Holly Smith

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Formal Language Art Assessments and Formative Assessments (STAR 360 Reading Reports and Content Area Assessments) grades posted in Focus.

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. The Alva School will maintain 100% completion or 0 deficiencies during the 2016-2017 State Requirements for Educational Facilities inspection. **1**

 G082721

G1.B1 A lack of knowledge of the requirements identified for public educational facilities by all staff members **2**

 B219152

G1.B1.S1 Building Supervisor and Safety Coordinator will clearly communicate to all staff members safety procedures and expectations. **4**

 S231510

Strategy Rationale

By clearly communicating procedures and expectations, all staff members will ensure 100% compliance.

Action Step 1 **5**

Safety procedures, expectations, and District Safety Plan will be shared with all staff members.

Person Responsible

Holly Smith

Schedule

On 8/9/2016

Evidence of Completion

Training handouts, PowerPoint presentation, and In-service record.

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

Safety Coordinator and Building Supervisor will meet with departments to review safety expectations for public educational facilities.

Person Responsible

Buddy Strickland

Schedule

On 10/26/2016

Evidence of Completion

Meeting agenda

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

Walk through of the building by our Building Supervisor and Safety Coordinator.

Person Responsible

Mike Flaherty

Schedule

On 11/16/2016

Evidence of Completion

Checklist of compliance or violations.

G2. The Alva School will increase the percent of students making English Language Arts/Reading gains by eight percent, 51% total, during the 2016/2017 school year as tested by the Florida Standards Assessment (School Grading System). 1

G082722

G2.B1 K-8 Language Arts Teachers are using pacing guides and pre-made assessments to guide and pace classroom instruction. 2

B219153

G2.B1.S1 Grade Level or Department PLC where student's Language Arts data, instructional pacing, instructional materials, and lessons are shared and developed. 4

S231511

Strategy Rationale

Grade Level or Department PLC that focus on the needs of students before pacing will allow Language Arts teachers to work together to plan lessons that address misconceptions and allow time for standard mastery.

Action Step 1 5

Professional Learning Communities' expectations will be communicated to all instructional staff at the beginning of the year. Following initial set up of procedures, weekly PLC will focus on current student data, pacing, and materials/strategies for effective Language Arts instruction.

Person Responsible

Lynn Edward

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Google Drive- PLC expectations and supporting documents

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

One member of the Administrative Team will attend each Grade Level or Subject Area weekly PLC meeting.

Person Responsible

Holly Smith

Schedule

Weekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

PLC Meeting Minutes with participants listed.

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

Teacher lesson plans and student data will be evaluated by the Administrative Team.

Person Responsible

Stacia Winfree

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Grade level lesson plans will contain shared instructional materials. Student data will reflect mastery of standards.

G2.B1.S2 Diagnosis of Language Arts deficiencies and strengths through quarterly administrations of Star Reading 360. 4

 S231512

Strategy Rationale

After students complete the Star 360 Reading teachers will have access to reports where individual student strengths and weaknesses will be identified. Correlating Compass Language Arts Assignments will be assigned for students to practice needed language arts skills at home and school.

Action Step 1 5

Teachers will administer STAR 360 Reading, and then review individual student and class reports and data after each administration.

Person Responsible

Erica Smith

Schedule

Quarterly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Schedule of testing dates and time

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

A member of the Administrative Team will attend quarterly PLC meeting where grade level or subject area teachers meet and review STAR 360 Reading reports and data.

Person Responsible

Kristin Sites

Schedule

Quarterly, from 8/31/2016 to 5/26/2017

Evidence of Completion

PLC Minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

A member of the Administrative Team will monitor the averages on corresponding Compass Assignments

Person Responsible

Shari Abrams

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Once Star 360 has assessed individual student strengths and weaknesses, student data will be sent to the Compass computer program. Compass will assign students practice activities and assessments to track growth in each deficient standard. The Administrative Team will review class averages on assessments given in Compass and provide feedback to individual teachers regarding implementation or procedures.

G2.B2 K-8 Language Arts Teachers lack time, materials, and instructional strategies necessary to provide differentiated instructional strategies to all learners. 2

 B219154

G2.B2.S1 Direct instruction of content vocabulary in all subject areas. 4

 S231513

Strategy Rationale

By directly teaching vocabulary related to Science, Social Studies, or Language Arts, students will increase their sight word knowledge and ability to read passages in every subject area.

Action Step 1 5

At the beginning of the school year, the Formal data was shared related to Language Arts, Science, and Social Studies. Professional development will be given to share effective instructional practices to teach effective reading strategies in all subject areas. In addition, 6-8th grade will implement intensive Science vocabulary instruction for the first 25 minutes of the school day.

Person Responsible

Lynn Edward

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Staff Meeting/PLC Agendas, Schedules, Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Department level meetings will provide opportunities for teachers to share out the effectiveness of additional instructional time focused on Science vocabulary.

Person Responsible

Stacia Winfree

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC minutes noting the effectiveness of vocabulary instruction.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Observation of effective vocabulary instruction during administrative classroom observations.

Person Responsible

Lynn Edward

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Effective vocabulary strategies will be noted on observation notes documented by administration.

G2.B2.S2 School based Language Arts coaches will model effective instructional practices during "Learning Walks". 4

 S231514

Strategy Rationale

Teachers will benefit from seeing effective instructional Language Arts strategies on a continual basis.

Action Step 1 5

A identified teacher will invite other teachers into their classroom to observe effective Language Arts instructional techniques, procedures, and strategies.

Person Responsible

Lynn Edward

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

"Learning Walks" schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

PLC will discuss and share observations and ideas gained from Language Arts "Learning Walks".

Person Responsible

Lynn Edward

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The Administrative Team will observe Language Arts instruction, and provide feedback and support on an ongoing basis.

Person Responsible

Lynn Edward

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administrative Observations and Notes

G2.B2.S3 Implementation of the Boost Reading Program. 4

S231515

Strategy Rationale

Struggling readers will benefit from targeted instruction in decoding and fluency.

Action Step 1 5

Special Education teachers will attend and share professional development related to the implementation of the Boost Reading Program. The Special Education Team will screen all student's with disabilities to identify readers in grades 3-8 that do not effectively decode words while reading. Finally, Boost Reading Program will be taught to students who have identified decoding deficiencies.

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Boost Reading Data - Online Matrix

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Monitoring of student data and reflection on instructional practices using the Boost Reading Program.

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC minutes where student data is reviewed and specific strategies or concerns are discussed.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Administrative and Team observations of Boost instruction

Person Responsible

Schedule






Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administrative and Team notes from observations and consequential discussions

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A295991	Safety procedures, expectations, and District Safety Plan will be shared with all staff members.	Smith, Holly	8/9/2016	Training handouts, PowerPoint presentation, and In-service record.	8/9/2016 one-time
G1.B1.S1.MA1 M299050	Safety Coordinator and Building Supervisor will meet with departments to review safety expectations...	Strickland, Buddy	10/26/2016	Meeting agenda	10/26/2016 one-time
G1.B1.S1.MA1 M299049	Walk through of the building by our Building Supervisor and Safety Coordinator.	Flaherty, Mike	11/16/2016	Checklist of compliance or violations.	11/16/2016 one-time
G1.MA1 M299051	Inspection conducted by the SREF inspector.	Strickland, Buddy	12/1/2016	SREF compliance report.	12/1/2016 one-time
G2.MA1 M299062	Progress will be monitored through Star 360 Reading, Language Arts Assessments, Social Studies...	Smith, Holly	8/10/2016	Formal Language Art Assessments and Formative Assessments (STAR 360 Reading Reports and Content Area Assessments) grades posted in Focus.	5/26/2017 monthly
G2.B1.S1.MA1 M299052	Teacher lesson plans and student data will be evaluated by the Administrative Team.	Winfree, Stacia	8/10/2016	Grade level lesson plans will contain shared instructional materials. Student data will reflect mastery of standards.	5/26/2017 weekly
G2.B1.S1.MA1 M299053	One member of the Administrative Team will attend each Grade Level or Subject Area weekly PLC...	Smith, Holly	8/16/2016	PLC Meeting Minutes with participants listed.	5/26/2017 weekly
G2.B1.S1.A1 A295992	Professional Learning Communities' expectations will be communicated to all instructional staff at...	Edward, Lynn	8/10/2016	Google Drive- PLC expectations and supporting documents	5/26/2017 weekly
G2.B2.S1.MA1 M299056	Observation of effective vocabulary instruction during administrative classroom observations.	Edward, Lynn	8/10/2016	Effective vocabulary strategies will be noted on observation notes documented by administration.	5/26/2017 weekly
G2.B2.S1.MA1 M299057	Department level meetings will provide opportunities for teachers to share out the effectiveness of...	Winfree, Stacia	8/10/2016	PLC minutes noting the effectiveness of vocabulary instruction.	5/26/2017 biweekly
G2.B2.S1.A1 A295994	At the beginning of the school year, the Formal data was shared related to Language Arts, Science,...	Edward, Lynn	8/15/2016	Staff Meeting/PLC Agendas, Schedules, Lesson Plans	5/26/2017 daily
G2.B1.S2.MA1 M299054	A member of the Administrative Team will monitor the averages on corresponding Compass Assignments	Abrams, Shari	8/31/2016	Once Star 360 has assessed individual student strengths and weaknesses, student data will be sent to the Compass computer program. Compass will assign students practice activities and assessments to track growth in each deficient standard. The Administrative Team will review class averages on assessments given in Compass and provide feedback to individual teachers regarding implementation or procedures.	5/26/2017 monthly
G2.B1.S2.MA1 M299055	A member of the Administrative Team will attend quarterly PLC meeting where grade level or subject...	Sites, Kristin	8/31/2016	PLC Minutes	5/26/2017 quarterly
G2.B1.S2.A1 A295993	Teachers will administer STAR 360 Reading, and then review individual student and class reports and...	Smith, Erica	8/31/2016	Schedule of testing dates and time	5/26/2017 quarterly
G2.B2.S2.MA1 M299058	The Administrative Team will observe Language Arts instruction, and provide feedback and support on...	Edward, Lynn	8/10/2016	Administrative Observations and Notes	5/26/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.MA1  M299059	PLC will discuss and share observations and ideas gained from Language Arts "Learning Walks".	Edward, Lynn	8/10/2016	PLC Meeting Minutes	5/26/2017 monthly
G2.B2.S2.A1  A295995	A identified teacher will invite other teachers into their classroom to observe effective Language...	Edward, Lynn	8/10/2016	"Learning Walks" schedule	5/26/2017 monthly
G2.B2.S3.MA1  M299060	Administrative and Team observations of Boost instrucion		8/10/2016	Administrative and Team notes from observations and consequential discussions	5/26/2017 quarterly
G2.B2.S3.MA1  M299061	Monitoring of student data and reflection on instructional practices using the Boost Reading...		8/10/2016	PLC minutes where student data is reviewed and specific strategies or concerns are discussed.	5/26/2017 weekly
G2.B2.S3.A1  A295996	Special Education teachers will attend and share professional development related to the...		8/10/2016	Boost Reading Data - Online Matrix	5/26/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Safety procedures, expectations, and District Safety Plan will be shared with all staff members.	\$0.00
2	G2.B1.S1.A1	Professional Learning Communities' expectations will be communicated to all instructional staff at the beginning of the year. Following initial set up of procedures, weekly PLC will focus on current student data, pacing, and materials/strategies for effective Language Arts instruction.	\$0.00
3	G2.B1.S2.A1	Teachers will administer STAR 360 Reading, and then review individual student and class reports and data after each administration.	\$0.00
4	G2.B2.S1.A1	At the beginning of the school year, the Formal data was shared related to Language Arts, Science, and Social Studies. Professional development will be given to share effective instructional practices to teach effective reading strategies in all subject areas. In addition, 6-8th grade will implement intensive Science vocabulary instruction for the first 25 minutes of the school day.	\$0.00
5	G2.B2.S2.A1	A identified teacher will invite other teachers into their classroom to observe effective Language Arts instructional techniques, procedures, and strategies.	\$0.00
6	G2.B2.S3.A1	Special Education teachers will attend and share professional development related to the implementation of the Boost Reading Program. The Special Education Team will screen all student's with disabilities to identify readers in grades 3-8 that do not effectively decode words while reading. Finally, Boost Reading Program will be taught to students who have identified decoding deficiencies.	\$0.00
Total:			\$0.00