

The School District of Lee County

Veterans Park Academy For The Arts



2016-17 Schoolwide Improvement Plan

Veterans Park Academy For The Arts

49 HOMESTEAD RD S, Lehigh Acres, FL 33936

<http://vpa.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	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

**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 Veterans Park Academy For The Arts

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.

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.

b. 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.

2. School Environment

a. 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 nights, Flick on the Field, Spring Fling, and Student Led Conferences. During these events the students have the opportunity to display their cultural heritage and pride, while socializing with their peers and school affiliates.

b. 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 sports clubs and the arts program which assist with demonstrating a respect for our student's interests.

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.

For the 2016-2017 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 teachers 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 referral system that will allow them the opportunity to be recognized for exhibiting positive classroom behaviors and work ethic.

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 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 a behavior specialist who can help manage the social-emotional needs of our students.

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
- Infraction card, referral, one or more suspensions, whether in school or out of school
- Course failure in ANY core classes

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	27	21	10	17	19	18	17	23	22	0	0	0	0	174
One or more suspensions	0	1	0	0	1	1	0	10	4	0	0	0	0	17
Course failure in ELA or Math	12	4	21	51	60	81	21	18	33	0	0	0	0	301
Level 1 on statewide assessment	0	0	0	12	40	48	67	118	71	0	0	0	0	356

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	0	0	0	0	0	0	0	14	15	14	0	0	0	43

c. 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.

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318781>.

2. Description

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

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.

We currently have one parent involvement specialist employed who works to connect to the local community. The parent involvement specialist 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.

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
Cain, Leigh Ann	Assistant Principal
Garrison, Gwendelyn	Assistant Principal
Stinson, Kim	Assistant Principal
Stanford, Laura	Principal

b. Duties

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

Laura Stanford is responsible for maintaining a broad view of the school and maintaining day to day operations for the entire school. Leigh Ann Cain is responsible for supporting the staff and students in grade 6-8. Kim Stinson supports the K-5 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.

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.

The MTSS process- At Veterans Park we use STAR data and grade level assessments (baseline, etc.) along with weekly progress monitoring 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 areas of weakness and offer additional support through additional small group instruction inside the classroom. 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 School Advisory Council (SAC). 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 16-17 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, 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.

Supplemental Academic Instruction (SAI), 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kim Stinson	Teacher
Kelly Shelton	Teacher
Jamie Cole	Teacher
Clara Castillo	Education Support Employee
Leighann Cain	Teacher
Esleidys Pagan	Parent
Marina Church	Parent
Rose Benn	Business/Community
Deyanira Caro	Parent
Kim Ferrer	Parent
Karen Kain	Parent
Rosemitha Lynch	Parent
Anien Olguin	Parent
Tammie Prendergast	Parent
Elida Ramirez	Education Support Employee
Mary Stone	Parent
Sandra Saint Milfort	Parent
Patricia Vealy	Business/Community

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 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)

b. 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.

c. 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.

2. 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- \$0
Out-of-county travel-\$370.27
Staff development supplies-\$10,198.48
Staff development I dues and fees-\$ 159.00

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
Backens, Shandra	Instructional Coach
Cangialosi, Erica	Teacher, K-12
Jones, Brenda	Instructional Media
Duval, Tracy	Instructional Coach

b. Duties

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

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 celebrations
Character Reading Day
Promoting reading for enjoyment
Read-Alouds
Accelerated Reader program
Book Fair
Rotary Club book donations

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.

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 that meet during a common planning period each week. Teachers can use extended planning time on Wednesday afternoon to plan as teams. The PLC weekly topics are aligned to FSA standards and focused on individual student needs as determined by progress monitoring data.

2. 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.

3. 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 veteran mentors. Mentors meet with the new teachers weekly 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. Mentor teachers also conduct monthly pre & post conferences for classroom observations and utilize a coaching approach.

We also feel that new teachers benefit from observing other teachers and schedule a day to visit other classrooms to gain helpful insight. At the end of the day we hold a debriefing meeting to discuss the observations and what they have learned from the observations.

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 curricula that are utilized at our school are state adopted materials. Before they can be considered for adoption, these materials have to be on the approved state adoption signifying that they have met the requirements for alignment with the Florida Standards.

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.

At Veterans Park we work to differentiate instruction within each classroom. The differentiated instruction is guided by data review. Data is pulled from STAR, Performance Matters, Unify, Renaissance Place and classrooms assessments and reviewed during the PLC structures. Various modifications are implemented to meet the needs of all of our students including center 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.

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: 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

Cain, Leigh Ann, leighac@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.

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 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/or a vision teacher. Our aim is to move students to Kindergarten at a level that is appropriate for them, either staying within the ESE/Self-contained environment or a placement in a general education environment. Our 4th and 5th grade students are departmentalized to prepare for class changes that occur in the middle school. These students also use infraction cards to track behavior like middle school students. VPAA fosters relationships with area high schools to introduce 8th graders to high school opportunities.

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.

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

VPAA is offering one industry certification course, Fundamentals of Software Design, for students to earn a Technology Certification.

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

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.

VPAA is offering Spanish 1, a high school level course, to eighth graders via FLVS to help prepare students for high school and postsecondary education. This allows students more opportunities in high school to take courses that expose to them to broader content.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Veteran's Park Academy for the Arts will increase the percentage of students scoring in levels 3-5 on ELA FSA (3-8) by 4% points from 57% to 61%.

- G2.** Veterans Park Academy for the Arts will improve safety and security at all student dismissal points.

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. Veteran's Park Academy for the Arts will increase the percentage of students scoring in levels 3-5 on ELA FSA (3-8) by 4% points from 57% to 61%. 1a

G082960

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	61.0

Targeted Barriers to Achieving the Goal 3

- Attendance rate of students and socio-economic status.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

Lesson plans, Star data

Person Responsible

Leigh Ann Cain

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Star data

G2. Veterans Park Academy for the Arts will improve safety and security at all student dismissal points. 1a

G082961

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers and students having limited understanding of procedures for dismissal.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G2. 8

Monitoring logs and communication.

Person Responsible

Leigh Ann Cain

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Performance of the dismissal procedures.

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. Veteran's Park Academy for the Arts will increase the percentage of students scoring in levels 3-5 on ELA FSA (3-8) by 4% points from 57% to 61%. **1**

 G082960

G1.B1 Attendance rate of students and socio-economic status. **2**

 B219942

G1.B1.S1 Teachers will review STAR data per standard and create lesson plans and individualized plans for students. The use of student standard score, grade level equivalency, and percentiles allows the teacher to use various points of data to plan differentiated lessons. **4**

 S232206

Strategy Rationale

Differentiating instruction based on the analysis of various assessments allows the needs of each student to be met with a focus on specific standards.

Action Step 1 **5**

Communication of expectations will be provided through multiple means.

Person Responsible

Leigh Ann Cain

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student scores in class and on district and state assessments.

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

Lesson plans, PLC time, observations

Person Responsible

Leigh Ann Cain

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student achievement in the classroom, on state and district assessments.

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

Continual common planning and peer observations.

Person Responsible

Leigh Ann Cain

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans

G2. Veterans Park Academy for the Arts will improve safety and security at all student dismissal points. 1

G082961

G2.B1 Teachers and students having limited understanding of procedures for dismissal. 2

B219944

G2.B1.S1 Veterans Park Academy for the Arts will improve safety and security at all student dismissal points. 4

S232207

Strategy Rationale

For the safety and security of the students and staff. .

Action Step 1 5

Establishing clear dismissal procedures.

Person Responsible

Leigh Ann Cain

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Observation and survey staff

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

Clear and consistent dismissal procedures and communication of them involved will increase safety and security at all dismissal points.

Person Responsible

Leigh Ann Cain

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Effective dismissal at all points by designated time daily.

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

Daily monitoring log of each dismissal point. Completion times and incidents.

Person Responsible

Leigh Ann Cain

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Daily monitoring log.

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.MA1 M300698	Lesson plans, Star data	Cain, Leigh Ann	9/12/2016	Lesson plans, Star data	5/26/2017 quarterly
G2.MA1 M300701	Monitoring logs and communication.	Cain, Leigh Ann	9/12/2016	Performance of the dismissal procedures.	5/26/2017 daily
G1.B1.S1.MA1 M300696	Continual common planning and peer observations.	Cain, Leigh Ann	9/12/2016	Lesson plans	5/26/2017 quarterly
G1.B1.S1.MA1 M300697	Lesson plans, PLC time, observations	Cain, Leigh Ann	9/12/2016	Student achievement in the classroom, on state and district assessments.	5/26/2017 quarterly
G1.B1.S1.A1 A297069	Communication of expectations will be provided through multiple means.	Cain, Leigh Ann	9/12/2016	Student scores in class and on district and state assessments.	5/26/2017 quarterly
G2.B1.S1.MA1 M300699	Daily monitoring log of each dismissal point. Completion times and incidents.	Cain, Leigh Ann	9/12/2016	Daily monitoring log.	5/26/2017 daily
G2.B1.S1.MA1 M300700	Clear and consistent dismissal procedures and communication of them involved will increase safety...	Cain, Leigh Ann	9/12/2016	Effective dismissal at all points by designated time daily.	5/26/2017 daily
G2.B1.S1.A1 A297070	Establishing clear dismissal procedures.	Cain, Leigh Ann	9/12/2016	Observation and survey staff	5/26/2017 daily

V. Professional Development Opportunities

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

G1. Veteran's Park Academy for the Arts will increase the percentage of students scoring in levels 3-5 on ELA FSA (3-8) by 4% points from 57% to 61%.

G1.B1 Attendance rate of students and socio-economic status.

G1.B1.S1 Teachers will review STAR data per standard and create lesson plans and individualized plans for students. The use of student standard score, grade level equivalency, and percentiles allows the teacher to use various points of data to plan differentiated lessons.

PD Opportunity 1

Communication of expectations will be provided through multiple means.

Facilitator

Administration

Participants

Teachers and staff

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

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	Communication of expectations will be provided through multiple means.	\$0.00
2	G2.B1.S1.A1	Establishing clear dismissal procedures.	\$0.00
Total:			\$0.00