

School District of Osceola County, FL

# Victory K8 Of Osceola



2016-17 Schoolwide Improvement Plan

## Victory K8 Of Osceola

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

<https://victorycharterschools.org/>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2015-16 Title I School | 2015-16 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Combination School<br>KG-8                       | Yes                    | 100%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | Yes                    | 90%   |

### School Grades History

| Year  | 2017-18 |
|-------|---------|
| Grade | D       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Osceola County School Board on 11/1/2016.

### 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 Victory K8 Of Osceola

| DA Region and RED                          | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - <a href="#">Lucinda Thompson</a> | 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 mission of Avant Garde Academy 8 Osceola is to implement a creative student centered learning environment that will utilize the latest technology in the classroom to prepare our students with the English, Science, Technology, Engineering, & Mathematics skills to succeed in the 21st century.

##### b. Provide the school's vision statement.

Avant Garde Academy K8 of Osceola's vision is to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and social activities.

#### 2. School Environment

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

The student population at Avant Garde Academy K8 in Poinciana ranges from a variety of economic and cultural economic backgrounds. The hiring process of all staff members (Administration, faculty and staff) specifically geared to represent a parallel representation to inspire and allow students to see themselves in the staff. The staff throughout the summer participated in a variety of community event, charter conferences, and professional learning communities hosted by the Sponsoring school District, extended learning communities and a array of consultants. Our Back to School Bash hosted over seventy family participation and one hundred percent staff participation. The school staff participated in a Leadership training and the community hosted a family camping trip. Other events and opportunities included:

- Curriculum Night
- Meet the Teacher
- Pride Division Family Night
- Data-Driven Family Night
- Annual Title One Meeting
- SAC Meetings
- Open House
- Kindergarten Round-Up
- Movie Night
- Saturday Planning Days for teacher
- Advisory Adventure Night

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

Safety is our number concern and our facility is equip with security cameras throughout the school and inside each classroom and common areas. Our school wide program allows students to participate in the Pride Division Leadership class and after school program that incorporate leadership skills, like skills, and Peer Tutoring and mentoring opportunities. We have a no-bullying policy and follow the Osceola School District Code of Conduct. We have incorporated an Advisory committee which assigns each teacher to a cohort of students that meet weekly with a holistic approach consistent with our mission; designed with specific goal-orientation student-teacher data chats, addresses behavioral concerns or encourages positive reinforcement.

**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.**

AGA- K8 implements "THE CODE" as its school wide behavioral system. THE CODE addresses and reinforces positive behavior expectations and is used as a mechanism to reward positive behavior and consequence undesirable behavior. Additionally, we follow the District's Code of Conduct and adhere to the provisions thereof.

**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 prime function of our learning coach, administration and mentors is to help all students begin a realistic assessment of his/her abilities, achievements, interests, and values so that he/she will be better able to make, personal, educational, and social decisions. The learning coach, leadership team, administration, and mentors work with students to help them become aware of alternatives to, and consequences of, his/her decisions and an administrator will provide him/her an opportunity to assess these situations. AGA affirms the rights of all students to pursue an educational program without regard to sex, religion, or ethnic background.

### 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

We will utilize our data systems to identify students who have attendance, behavioral or academic concerns. The system will generate monthly reports for 5, 10, 15, and 20 or more cumulative absences. Parent meetings will be scheduled to address concerns regarding attendance.

\*One or more suspensions, whether in school or out of school

Daily reports will be created after attendance is taken on which students are suspended each day. Teachers will be notified of suspended students and will be expected to provide assignments while students are on suspension. We will notify parents of any missed assignments. Since we are using a digital curriculum, students will be able to remotely access their assignments from home. We communicate daily with teachers regarding this expectation.

\*Course failure in English Language Arts or mathematics

We plan to utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). We will begin by assessing the reason for such failure such as attendance, parent support, or limitations in abilities. Upon completion of the needs assessment, we will create a targeted plan for success for each student. Students will be offered credit recovery options, such as summer school and virtual school to ensure on-time completion of credits needed for graduation/ promotion.

\*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Students who receive a level 1 on either ELA or mathematics statewide assessment will be placed in intensive reading or math courses. Their progress will be monitored through benchmark testing and the MTSS process. Students will be tiered according to their benchmark assessments and will receive interventions based on their level of needs. Students who reach the Tier 3 level of support that do not demonstrate sufficient rate of progress with changes in their intervention, will be referred to the Child Study Team to be considered for a Special Education evaluation. If the students are already identified



as ESE, additional researched based interventions will be applied. Parents will be invited to any meetings regarding student progress.

**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     | 2           | 4 | 3 | 0 | 4  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 13    |
| One or more suspensions         | 0           | 0 | 0 | 0 | 1  | 0  | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 1     |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 1  | 0 | 0  | 0  | 0  | 1     |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 17 | 21 | 30 | 37 | 20 | 0 | 0  | 0  | 0  | 125   |

**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 | 4 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 4     |

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

We will implement a multi-disciplinary team that will meet regularly to problem solve and create action plans for students who exhibit two or more of the early warning indicators. The specific programs we have chosen to narrow the achievement gap in reading and math interventions are; Achieve 3000 and iReady. We will use Voyager for Tier 3 interventions and Journey for Tier 2 for Reading. Parents will be invited to scheduled meetings to discuss student progress and changes in intervention or student performance.

The Student Attendance team will meet to discuss students who have irregular patterns in attendance. In addition to meeting regularly, teams will attend any district provided professional development on attendance and child study teams. We will provided co-teaching for push-ins for Tier 2 grouping and Pull-outs with certified teachers for Tier 3, for both reading and math.

**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**

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/191728>.



#### 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.

In our second year charter school, we are working hard to develop our Partner in Education (PIE) program, as we know that this is the foundation to build and sustain partnerships with the local community. Through these partnerships, AGA- K8 will be able to secure and utilize resources to support the school and student achievement. Our school based PIE representative is working hard to establish new community relationships to continued success of our school.

### 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               |
|------------------|---------------------|
| Yarbrough, Keith | Principal           |
| Lomax, Angela    | Assistant Principal |

##### b. Duties

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

Avant Garde's Principal, Keith Yarbrough is an instructional leader that ensures rigorous, standard-based instruction who's vision is for student to succeed not only with their academic growth, but to enhance their character development, accountability and community service. He supports his staff with continuous professional development, feedback, and mentoring with an open door policy. Mr. Yarbrough also leads the school in a school wide Leadership Program, Pride Division that is mission specific to provide a safe and nurturing learning environment; as well as, goal-oriented based on real time data that drives instruction. His constant communication with all stakeholders and school wide calendar provides a measurable plan framework based on the FCIM providing continual professional development (PLCs) based on data-tracking with research common planning, state accountability corrections, as well as maximizing Title 1 resources, and extended and enrichment learning gains.

The Assistant Principal, Angela Lomax is an instructional leader who assist and supports of all the principals' initiatives and duties; as well as, daily walk through with feedback, model teaching, technology, clubs, tutoring and discipline.

#### 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 AGA-K8 Leadership work collaboratively with our district based Charter School Support team to align all available resources in order to need the needs of students and maximize student access.

The Leadership meets every Morning with the Plan of the Week; review Professional Learning Communities Minutes, prepare weekly PLC Agendas, review weekly data reports, organize weekly teacher data chats, schedule walkthroughs, review Advisory Meeting Minutes, resources inventory and recommend adjustments, monitor parental involvement and monitor communication methods to reach all families, staff and students.

Leadership initiatives include monthly PLC's include Whole Group and Small Group (departments, subject area and grade level) with four points of measure.

Focus, Strategies, Assessments, Response are the founding principles of every PLC. Each meeting the Leadership team is responsible for supporting the teams in creating rigorous units of student area that require data on the results of student achievement. The focus meeting uses data and the team creates a lesson plan and a common assessment. The Strategies meeting focuses on the rigorous content that the teacher instructs using effective strategies from the team's focus meeting. The assessment meeting the team conducts common assessments then meets to analyze data and discuss strategies. The response meeting the teacher remediates or enriches based on the pre-determined proficiency level.

In addition, each grade level meets with the leadership bi-weekly for MTSS progress monitoring and the Advisory Committee meets with their cohort for weekly data chats. During these meetings, formative/summative assessment and intervention data is reviewed to determine next best steps to meet the needs of all students and maximize desired outcomes.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name                     | Stakeholder Group          |
|--------------------------|----------------------------|
| Lilibeth Medina          | Parent                     |
| Paulina Villa- SAC Chair | Teacher                    |
| Suehaylee Benitez        | Parent                     |
| Keith Yarbrough          | Principal                  |
| Angel Lomax              | Education Support Employee |
| Jodny Pata               | Teacher                    |
| Melissa March            | Business/Community         |
|                          | Student                    |

### 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*

N/A

*b. Development of this school improvement plan*

Our first SAC meeting was held on December 2015. Officers were elected. The draft of the 2016-2017 plan was be reviewed in the May meeting.

Development of this school improvement plan

During the September 2016 SAC meeting, the school improvement plan draft will be reviewed. SAC members

input will be discussed, considered, and integrated into the draft plan as appropriate.  
Preparation of the school's annual budget and plan  
During the September 2016 meeting, updated budget information will be shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials and presented to the Governing Board for approval.

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

At the May and September 2016 meeting, the SAC will review the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers, and instructional materials.

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

N/A

**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               |
|------------------|---------------------|
| Yarbrough, Keith | Principal           |
| Lomax, Angela    | Assistant Principal |

**b. Duties**

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

The literacy leadership team's goal is to increase the number of students reading at or above grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase the complexity of texts that are in classroom libraries. The team will also use data to establish literacy goals for the school year. Each month the LLT will meet to assess progress towards accomplishing the goals. In December and January, we will host two Literacy Nights to promote positive family interactions with text-based activities. December will be geared towards 6-8 and January's session will focus on elementary school literacy activities in preparation for college success. In May, we will host a summer bridge evening to provide parents with tips for reading success over the summer.

**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 leadership team at AGA-K8 uses a variety of strategies to promote positive working relationships between teachers. Each grade level and subject area conduct bi-weekly Professional Learning

Communities that focus on collaborative planning and standards-based instruction. A member of the leadership team attends and supports the PLC's. In conjunction with the bi-weekly PLCs, we also hold bi-weekly data chats in order to disaggregate data and identify trends and patterns as we aim to close the achievement gap. Staff meetings are held monthly, and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the PLC. They work together to practice and refine this instructional strategy. AGA supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program. meet regularly to learn about our school and ask questions as necessary

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

In order for AGA-K8 to recruit and retain highly qualified, certified-in-field, effective teachers to our school, the following plan is executed:

The principal and Assistant Principal will provide feedback to teachers on a weekly basis. The Leadership team will be responsible for conducting weekly walkthroughs and providing ongoing feedback for classroom teachers.

Teachers will conduct peer observations using school-based protocols as created for our school. They will provide feedback to one another on targeted skills.

The principal and assistant principal will retain highly effective teachers by enhancing instructional skills through ongoing professional development, staff surveys, courageous classroom conversations, providing meaningful observation feedback, and coaching.

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

All first year teachers are participating in the New Teacher Mentor Program. NTMP is AGA-K8's mentoring program to support teachers with 3 or less years of experience. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

School personnel are engaged in systematic mentoring and coaching, that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. This program sets high expectations for all school personnel and includes valid and reliable method of providing feedback and support.

Teachers with 0-1 year of experience will be paired with teachers with 7-10 years of experience.

Teachers with 2-3 years of experience will be paired with teachers with 4-6 years of experience. AGA-K8 also provides one of the most competitive comprehensive benefit packages available.

# **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 leadership team at AGA-K8 ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study.

Our school also creates ongoing opportunities for teachers to review the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. Such discussions and learning opportunities promote dialogue that can eliminate misunderstandings and promote

opportunities for growth in instructional practice, curriculum, and the standards. In addition, instructional teams use the FSA Test Item Specification and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study

## **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.**

AGA-K8 believes that a data-driven approach to differentiated instruction is needed to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments in Reading, Math. The data gleaned from these assessments will be used to differentiate instruction based on individual student needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, all subject areas will use summative assessments at the end of each unit to track students' achievement relative to the standards-based learning goal. The intensive reading and math classes will address students' needs based on grade level expectations. Students who are performing below grade level expectancy will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, as student growth is expected to regularly occur. The leadership team and department head will meet bi-weekly to review, discuss, and make decisions on current student data. Interventions will be modified based on student data. Students who do not display proficiency will be addressed in small groups and during intervention. Students who are proficient will receive advanced instruction in small groups.

**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:** 10,800

Students in all grade levels can receive an extra hour of reading, math and Science instruction at the end of each day.

Teachers use data to drive their instruction and meet with students in small groups. This enables the teachers to meet the needs of their students in order to improve students' reading proficiency.

### **Strategy Rationale**

This will increase student performance in ELA, Math and Science.

### **Strategy Purpose(s)**

- Core Academic Instruction

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

Lomax, Angela, [alomax@agapoinciana.org](mailto:alomax@agapoinciana.org)

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

Teachers will keep attendance and intervention record in a data notebook. This will be updated weekly and available for review during the bi-weekly data chats.

## 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.**

All students are assessed within the first 20 days of school. Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member. Benchmark assessments will be administered throughout the year in order to determine if students are making necessary learning gains.

All members of the school staff participate in Professional Learning Communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. As a charter school, it is sometimes difficult to collaborate with feeder schools as our students come from various schools throughout the district. However, when ever possible, we communicate with previous schools as much as possible. Staff members also implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### 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.**

N/A

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

N/A

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

N/A

#### **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

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** We will increase math proficiency by 3-5%
- G2.** Student achievement in ELA will increase by 3-5% with the implementation of research-based instructional best practices.
- G3.** Student achievement in Science will increase by 3-5% when teachers implement rigorous standards- based, data-driven instruction.

## 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. We will increase math proficiency by 3-5%** 1a

 G085408

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Targeted Barriers to Achieving the Goal** 3

- Students demonstrate difficulties when faced with finding the correct math operation in solving real world problems and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional development will be offered to teachers on how to teach students to use mathematical strategies
- Professional development will be offered to teachers on how to teach students to use mathematical strategies

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

The Leadership team will use classroom observation data to determine which strategies need the most support for additional professional development.

**Person Responsible**

Angela Lomax

**Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Observation data form coaching walk throughs, informal and formal observation; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth

**G2.** Student achievement in ELA will increase by 3-5% with the implementation of research-based instructional best practices. 1a

 G085409

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Targeted Barriers to Achieving the Goal** 3

- Teachers demonstrate limited understanding of how to strategically plan and implement research-based instructional strategies for reading instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Becoming a Reflective Teacher, PLCs, Teacher evaluation system

**Plan to Monitor Progress Toward G2.** 8

iReady Progress Monitoring, common assessments, quarterly reports, formative and summative assessments

**Person Responsible**

Angela Lomax

**Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Learning gains will be graphed in student data chat binders

**G3.** Student achievement in Science will increase by 3-5% when teachers implement rigorous standards-based, data-driven instruction. 1a

 G085410

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited understanding on how to effectively collect and apply relevant student data to their instruction in Science

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- The leadership team representative and curriculum resource teacher will meet weekly with Professional Learning Communities and department heads to support the teams in developing rigorous instructional plans based on standards and current student data

## 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.** We will increase math proficiency by 3-5% **1**

 G085408

**G1.B1** Students demonstrate difficulties when faced with finding the correct math operation in solving real world problems and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions **2**

 B227142

**G1.B1.S1** **4**

 S239664

### Strategy Rationale

When students are equipped with sufficient strategies, they will implement them

### Action Step 1 **5**

Professional Development on mathematical strategies

#### Person Responsible

Keith Yarbrough

#### Schedule

Monthly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth

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

Weekly walk through observations, informal observations, and formal observations.

**Person Responsible**

Keith Yarbrough

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

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

The Leadership Team will use classroom observation data to determine which strategies need the most support for additional professional development.

**Person Responsible**

Angela Lomax

**Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

**G2.** Student achievement in ELA will increase by 3-5% with the implementation of research-based instructional best practices. 1

 G085409

**G2.B1** Teachers demonstrate limited understanding of how to strategically plan and implement research-based instructional strategies for reading instruction. 2

 B227143

**G2.B1.S1** Classroom walk-throughs, informal, and formal observations using evaluation protocols will provide data for progress monitoring teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement in ELA 4

 S239665

### Strategy Rationale

Teachers will understand how to use strategies to reach the desired effect of increasing student achievement in ELA.

### Action Step 1 5

The Leadership Team will coordinate a training calendar to include professional development on implementation of researched based instructional strategies for ELA instruction

#### Person Responsible

Keith Yarbrough

#### Schedule

Quarterly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.

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

Weekly walk through observations, informal observations, and formal observations using the teacher evaluation protocols will be scheduled.

**Person Responsible**

Angela Lomax

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Observation data and student performance on FSA and number of teachers attaining a level of highly effective rating.

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

The Leadership Team will use classroom observation data to determine which instructional strategies need the most support for additional professional development.

**Person Responsible**

Keith Yarbrough

**Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.



**G3.** Student achievement in Science will increase by 3-5% when teachers implement rigorous standards-based, data-driven instruction. 1

 G085410

**G3.B1** Teachers have limited understanding on how to effectively collect and apply relevant student data to their instruction in Science 2

 B227144

**G3.B1.S1** The leadership team representative and curriculum resource teacher will meet weekly with Professional Learning Communities and department heads to support the teams in developing rigorous instructional plans based on standards and current student data 4

 S239666

### Strategy Rationale

With the guidance and support of the coaches and administration, teams will learn how to develop rigorous standards-based and data-driven instruction.

### Action Step 1 5

Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays with an assigned leadership team representative.

#### Person Responsible

Angela Lomax

#### Schedule

Biweekly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

### Action Step 2 5

Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays with an assigned leadership team representative.

#### Person Responsible

Angela Lomax

#### Schedule

Biweekly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Weekly walk through observations, informal observations, and formal observations.

**Person Responsible**

Keith Yarbrough

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Weekly walk through observations, informal observations, and formal observations.

**Person Responsible**

Angela Lomax












**Schedule**

Weekly, from 8/10/2016 to 5/31/2017


***Evidence of Completion***

Weekly Professional Learning Community/ department heads, bi-weekly data meetings, Observation data, lesson plan documentation, and digital data notebooks will display evidences of teacher and student growth.

## IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date     |
|---|--|------------------|-------------------------------|--|------------------------|
| <b>2017</b>   |  |                  |                               |  |                        |
| G1.MA1<br> M317934         | The Leadership team will use classroom observation data to determine which strategies need the most... | Lomax, Angela    | 8/10/2016                     | Observation data form coaching walk throughs, informal and formal observation; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth                        | 5/31/2017<br>biweekly  |
| G2.MA1<br> M317937         | iReady Progress Monitoring, common assessments, quarterly reports, formative and summative...          | Lomax, Angela    | 8/10/2016                     | Learning gains will be graphed in student data chat binders  | 5/31/2017<br>biweekly  |
| G1.B1.S1.MA1<br> M317932   | The Leadership Team will use classroom observation data to determine which strategies need the...      | Lomax, Angela    | 8/10/2016                     | Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.                      | 5/31/2017<br>biweekly  |
| G1.B1.S1.MA1<br> M317933   | Weekly walk through observations, informal observations, and formal observations.                      | Yarbrough, Keith | 8/10/2016                     | Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.                      | 5/31/2017<br>weekly    |
| G1.B1.S1.A1<br> A310311   | Professional Development on mathematical strategies  | Yarbrough, Keith | 8/10/2016                     | Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth                      | 5/31/2017<br>monthly   |
| G2.B1.S1.MA1<br> M317935 | The Leadership Team will use classroom observation data to determine which instructional...            | Yarbrough, Keith | 8/10/2016                     | Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.                             | 5/31/2017<br>biweekly  |
| G2.B1.S1.MA1<br> M317936 | Weekly walk through observations, informal observations, and formal observations using the teacher...  | Lomax, Angela    | 8/10/2016                     | Observation data and student performance on FSA and number of teachers attaining a level of highly effective rating.   | 5/31/2017<br>weekly    |
| G2.B1.S1.A1<br> A310312  | The Leadership Team will coordinate a training calendar to include professional development on...      | Yarbrough, Keith | 8/10/2016                     | Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.                             | 5/31/2017<br>quarterly |
| G3.B1.S1.MA1<br> M317938 | Weekly walk through observations, informal observations, and formal observations.                      | Lomax, Angela    | 8/10/2016                     | Weekly Professional Learning Community/ department heads, bi-weekly data meetings, Observation data, lesson plan documentation, and digital data notebooks will display evidences of teacher and student growth. | 5/31/2017<br>weekly    |
| G3.B1.S1.MA1<br> M317939 | Weekly walk through observations, informal observations, and formal observations.                      | Yarbrough, Keith | 8/10/2016                     | Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.                      | 5/31/2017<br>weekly    |
| G3.B1.S1.A1<br> A310313  | Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays...  | Lomax, Angela    | 8/10/2016                     |  | 5/31/2017<br>biweekly  |

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| Source   | Task, Action Step or Monitoring Activity  | Who           | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date    |
|--|---|---------------|-------------------------------|---------------------------------------|-----------------------|
| G3.B1.S1.A2<br> A310314 | Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays... | Lomax, Angela | 8/10/2016                     |                                       | 5/31/2017<br>biweekly |

## V. Professional Development Opportunities

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

### G1. We will increase math proficiency by 3-5%

**G1.B1** Students demonstrate difficulties when faced with finding the correct math operation in solving real world problems and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions

#### G1.B1.S1

##### PD Opportunity 1

Professional Development on mathematical strategies

##### Facilitator

Principal

##### Participants

Math teachers, Self Contained Teachers, Special and Elective Teacherd

##### Schedule

Monthly, from 8/10/2016 to 5/31/2017

**G2.** Student achievement in ELA will increase by 3-5% with the implementation of research-based instructional best practices.

**G2.B1** Teachers demonstrate limited understanding of how to strategically plan and implement research-based instructional strategies for reading instruction.

**G2.B1.S1** Classroom walk-throughs, informal, and formal observations using evaluation protocols will provide data for progress monitoring teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement in ELA

### **PD Opportunity 1**

The Leadership Team will coordinate a training calendar to include professional development on implementation of researched based instructional strategies for ELA instruction

#### **Facilitator**

NAEP, Inc.

#### **Participants**

Entire Faculty

#### **Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

**G3.** Student achievement in Science will increase by 3-5% when teachers implement rigorous standards-based, data-driven instruction.

**G3.B1** Teachers have limited understanding on how to effectively collect and apply relevant student data to their instruction in Science

**G3.B1.S1** The leadership team representative and curriculum resource teacher will meet weekly with Professional Learning Communities and department heads to support the teams in developing rigorous instructional plans based on standards and current student data

### **PD Opportunity 1**

Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays with an assigned leadership team representative.

#### **Facilitator**

Adminstartor

#### **Participants**

Faculty that teaches Math and Science

#### **Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

## **PD Opportunity 2**

Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays with an assigned leadership team representative.

### **Facilitator**

Adminstartor

### **Participants**

Faculty that teaches Math and Science

### **Schedule**

Biweekly, from 8/10/2016 to 5/31/2017



## 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 | Professional Development on mathematical strategies  | \$0.00 |
| 2      | G2.B1.S1.A1 | The Leadership Team will coordinate a training calendar to include professional development on implementation of researched based instructional strategies for ELA instruction | \$0.00 |
| 3      | G3.B1.S1.A1 | Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays with an assigned leadership team representative.                            | \$0.00 |
| 4      | G3.B1.S1.A2 | Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays with an assigned leadership team representative.                            | \$0.00 |
| Total: |             |  | \$0.00 |