

Oak Hill Academy



2016-17 Schoolwide Improvement Plan

Oak Hill Academy

6910 DAUGHTRY BLVD S, Jacksonville, FL 32210

<http://www.duvalschools.org/oakhill>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Combination School PK-8 | No | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Special Education | No | 70% |

School Grades History

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

**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 Duval 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 Oak Hill Academy

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | 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 Oak Hill Academy is to continually motivate and encourage all students to achieve their goals using highly engaging curricula and technology while incorporating the use of research-based instructional strategies and interventions.

b. Provide the school's vision statement.

The vision of Oak Hill Academy is to provide students with autism spectrum disorders or related disabilities a unique educational environment that is dedicated to providing individualized, intensive and effective instruction that will allow students to maximize progress in the areas of academics, communication, social skills, and behavior.

2. School Environment

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

At Oak Hill Academy, we create a positive environment where students and teachers are respectful of different backgrounds. In every classroom the teachers structure learning groups that are diverse and differentiate activities that allow each student to contribute to the group. In this way students learn that each person in a group can contribute and has something of value to say. The principal has a huge role in creating an environment where people respect the opinions of others and are open to multiple perspectives on any issue. This is modeled for students and in relationships with faculty and staff as well. Effective communication is essential for building relationships. It constitutes the foundation for all other forms of faculty, student and family involvement in education. Our staff works at getting to know our students as individuals and finding out their interests. The staff spends several weeks pairing with students to build strong relationships. We provide high levels of positive reinforcement and feedback which allows students to gain a clear understanding of expectations..

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

The educational environment at Oak Hill has been created to provide an atmosphere that is safe, fair and respectful of students. Students feel safe both physically and psychologically due to the fact that the educational setting is attractive, comfortable and well kept. Students feel the classroom is a place worth being and they are worthy of the effort put forth. The rooms are arranged so that the teacher can monitor all students at the same time. Components that help to develop a safe and positive educational environment that Oak Hill has includes positive teacher student relationships, a nurturing atmosphere, clear and consistent expectations for behavior, routines and rituals, appropriate amounts of structure for specific situations/needs, and implementation of prevention and deescalation strategies.

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.

The following information includes strategies and interventions that can be implemented within individual classrooms. The goal of implementing strategies is to have a lasting effect on behavior change.

The purpose of Oak Hill's Discipline Plan is to provide teachers with behavior modification strategies to implement in their classrooms that will assist them in decreasing maladaptive behaviors (verbal outburst, inattentiveness, use of inappropriate language, excessive talking during class, out of seat behavior, aggressiveness towards self, peers, and adults), while increasing adaptive behaviors (getting along with peers, following classroom and school rules, group participation, in-seat behavior, respecting themselves and those in authority). Some maladaptive behaviors or class offenses may require a student referral to the principal or assistant principal and intervention by the PCM Team. However, the goals of this discipline plan are to help teachers develop methods for defining, observing, and measuring behaviors, as well as designing appropriate, effective interventions in their classrooms. These interventions should be documented and data collected to assist with further behavior plan development as needed.

Each student also has an individualized token system to utilize in the classroom.

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.

Implementing daily a set of school-wide core beliefs ensures the social emotional needs of all of our students are being met. We believe the focus on student success drives all decisions. We believe it is our responsibility to provide a safe and cooperative learning environment that enhances self-esteem, self-determination, optimizes student potential and promotes mutual respect and social responsibility. All students are the responsibility of all teachers and staff. All students are provided a supportive learning environment at various levels of support. On staff we have a BCBA, 2 site coaches, and nurse. Each student has an Individual Educational Plan (IEP) that addresses the social-emotional needs and priority goals for each student.

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.

Regular attendance is stressed to all parents and guardians to help ensure student success. Because of the unique and special needs of our student population, attendance may not be as regular as we would like for some students because medical and behavior issues may interfere. Despite these variables, average absences is less than 2%. When students do miss for extended lengths of time, teachers make every effort to keep the students effected and their parents or guardians involved and updated on the work they have missed. This is done through parent conferences, home notes, phone calls, emails and student work packs. All of our students are assessed on the FSAA. Every attempt is made to review the data and instruct in such a manner to show growth and student gains, if even in the smallest of measurement.

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

All teachers and staff make every instructional attempt to provide the physical, verbal, visual and tangible prompts needed to promote student growth in learning. Our students are provided access to the State Standards through Access Points on each grade level. Teachers are expected to use specially designed and selected curricula that addresses the access points as well as make any modifications and/or adaptations needed for students as they work towards those expectations. Teachers are expected to follow the district protocol for math and language arts standards and assess those standards through the district CGAs (Curriculum Guide Assessments). All students are assessed in the content areas and instruction is developed and guided based on that data. Levels of instruction are differentiated to meet the various needs of all students in each classroom setting. Progress is monitored and instruction is modified based on student work out comes.

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

Parents receive monthly newsletters highlighting upcoming events and special projects. These events may include, but not be limited to: meetings, conferences, PTA, SAC, volunteering, business partners, donations, special school events or programs, etc. We also have a school website that is updated on a regular basis, a marquee that has pertinent information noted, an automated phone system to send out information and take advantage of talking daily to our parents that drop off their students. We invite parents to all school events on a regular basis as the events are scheduled.

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.

Members of the Oak Hill Academy SAC meet monthly to discuss school goals. The school sends invitations to community organizations to participate in SAC committee. We also network through an established Advisory Council that meets monthly. We host a monthly parent support group meeting in which members of the community come to present to parents.

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 |
|------------------|-----------|
| Smith, Stephanie | Principal |
| | Other |

b. Duties

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

Teams members include the Principal; Guidance Counselor; BCBA; CSS Coach. Members of the school's leadership teams work in conjunction with the classroom teachers and support staff to be sure that students are working towards expected goals. Members of these teams are responsible for creating and monitoring behaviors and classroom environments to best meet student needs. Methods for assessing needs include: focus walks geared towards specific instructional components; mentoring teachers and staff; providing training and/or in class support; designing plans of action and next steps to support progress towards school improvement goals.

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 leadership team at Oak Hill Academy meets weekly to discuss and align resources. The focus is on improving instructional outcomes for students and ensuring that staff have appropriate resources to achieve the goals.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------|--------------------|
| Kenya Vails | Parent |
| Courtney Latham | Teacher |
| Stephanie Smith | Principal |
| Thomas Ayala | Business/Community |
| Dhaima Gray | Parent |
| | Student |
| Checryl English | Parent |
| | 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

The SAC will review the vision and mission statement that has been developed by teachers and community members. SAC will review and advise on the School Improvement Plan goals, implementation, and monitoring and will engage in the problem solving process to develop goals.. They will provide input on the instructional components of the schools curriculum programming to best meet individual needs of students.

b. Development of this school improvement plan

The role of the School Advisory Council with respect to the School Improvement Plan will include: reviewing, advising and assisting in the development, implementation, and evaluation monitoring process of the plan. All committee members will be given the opportunity to review school data and a draft of the School Improvement Plan goals and offer input prior to submitting the final draft. After the SIP is finalized, a summary data form will be created from which the SAC may review and monitor the progress of School Improvement Goals at each meeting.

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

N/A

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 |
|------------------|-----------|
| Smith, Stephanie | Principal |

b. Duties

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

The Literacy Leadership Team meets at the beginning of the year to discuss strategies and activities that support literacy. Activities will include literacy activities that correspond with Red Ribbon Week, Holiday festivals and Black History Month activities, Art Life Productions Assemblies for students, Literacy Week activities and promoting literacy by having parent workshops and trainings. The team will review and purchase materials that promote literacy for students with severe cognitive disabilities.

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.

Positive staff relationships begin with building a safe and supportive work environment that fosters open channels of communication and opportunities to respectfully voice opinions and be heard, Through PLCs, Shared Decision Making committee reps, leadership roles and various school-wide committees, teachers and staff are encouraged to share their skills within areas of interest where they may serve as leaders..

The school has also developed a process for rolling out collaborative teacher interactions on several other professional levels. Common planning times have been designed to: assemble teachers for small group training, questioning and sharing of current policies and instructional expectations; to meet monthly in small groups with the administration to attain and give input into current and best practices, review data and discuss ways the school as a whole can raise the needle with instruction and produce greater student gains; to visit each others' classrooms and reflect on what might be used to improve their own instructional plan. Periodic sessions of collaborative coaching with common content teachers will be utilized to provide, share, develop and refine teaching skills and programs for academic as well as vocational and resource instruction. Building a sense of ownership in the development of instructional programs, practices and student goals will create a more collaborative and shared support of helping all students reach targeted standard benchmarks.

All staff participate in bi- monthly ceremony that involves public recognition of a job well done.

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

For recruitment of highly qualified teachers...

- our administrative staff and CET certified teachers work with the local Universities in providing opportunities for pre-service teachers to attain in-service hours, hands on experience and internships in our school setting.

- our school instructional support staff observes and makes note of quality substitutes with the proper credentials who may be seeking full time employment in our area of instruction.

- leadership team interviews qualified applicants

To retain highly qualified teachers...

- the leadership team provides all new teachers with in-house mentors and the supports needed to successfully complete the district's new teacher program.

- the administration, leadership team, school support staff provide on-going training and support to teachers through efforts of PLC teams, instructional coaching, behavioral support plans, district support and mentoring for all teachers.

-the administration provides the necessary tools needed for teaching the curriculum and required standards with fidelity and appropriate rigor.

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

All new teachers are assigned a mentor who is well versed with their particular instructional setting and student population. Mentoring activities include: guidance with daily operations of the school and district policies, procedures and tasks (IEPs, FOCUS, lesson plans, etc.); observation and feedback of lessons and classroom quality indicators; preparing a plan for successfully completing the district's new teacher program.

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.

Students at Oak Hill Academy are working towards the Common Core/Access Point Standards. Great care is taken to review and select the appropriate state and district adopted courses for our students,

- A set of classroom Quality Indicators is provided to all teachers as a guide for reviewing classroom and instructional expectations within a CSS classroom setting. These standards include instructional rigor and assessment.
- Teachers are provided training and web links to the CPALMS and resource supports. The training paired with collaborative coaching sessions and PLC team discussions focus on strategies for teaching to the standards.
- Teachers are provided access to the district online curriculum guides and year at a glance calendars that support work towards the Access Points.
- Curriculum materials are researched and reviewed to ensure their components are aligned to the standards.
- Teacher lesson plans are reviewed and focus walks scheduled to ensure standards are being addressed.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school annually uses data to shape its instructional focus. Using TNTP, Gallup Survey, FSAA and other forms of instructional/school performance data, it was decided that our instructional focus for this year would support increased levels of rigor and parental support to increase assessment scores. This aligns with the district's strategic plan. Each teacher has their student's individual data, which they will disaggregate in order to help guide progress towards meeting the student's IEP goals and instructional focus within their classrooms. Using the FSAA data, District CGAs, and completing a gap analysis, the teacher will dig deeper to determine the areas in which students need to develop new skills or strengthen and refine previously acquired skills in order to perform better on the state assessment.

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: Extended School Year

Minutes added to school year: 6,120

Students that have been identified within their Individualized Educational Plans (IEP) as needing Extended School Year (ESY) instruction and/or services will be provided the opportunity to attend an extra 4 weeks of school during the summer break.

Strategy Rationale

ESY services are individualized special education and/or related services (such as speech/ language therapy or occupational therapy) that are uniquely designed to provide a free appropriate public education (FAPE) to a student with disabilities (as mandated by IDEA). Need for ESY services is determined by the student's IEP team who designate specific areas of academic, behavioral, social and independent functioning for development. ESY services are provided beyond the normal school year of a school district that includes both the days of the school year and the hours of the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Stephanie , smiths1@duvalschools.org

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

Data chats will be preformed between the administration and educators to ensure that teachers are tracking and using their data. Also, the school district is supplying CGA assessments to help track student academic growth.

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.

Oak Hill serves students whose instruction is based on their cognitive, medical, physical, social and emotional needs. Each student requires varying levels of support for success. An IEP team meets at least annually to discuss and determine IEP priority goals, instructional supports, services, modifications/ accommodations, functioning level, personal needs and interests in order to secure the most appropriate classroom setting or schedule of instruction. For new students, school tours are provided along with information regarding the classes and opportunities available to students and families of Oak Hill.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Based on STAR data, students in grades PK-2 will increase the number of pre-requisite learning skills mastered so they are better prepared to access the curricula.
- G2.** To improve academic achievement, teachers and other instructional support staff will work collaboratively to develop educational programs and lessons that will increase the performance percentage of level 2 and level 3 tasks in reading and math as indicated by the FSAA results.

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. Based on STAR data, students in grades PK-2 will increase the number of pre-requisite learning skills mastered so they are better prepared to access the curricula. 1a

G086624

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 10.0 |

Targeted Barriers to Achieving the Goal 3

- Deficits in attending skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Star Curriculum
- Professional Learning Communities/Common Planning
- Establishing rituals and routines
- Technology

Plan to Monitor Progress Toward G1. 8

Data will be collected on skills being taught using the STAR curriculum

Person Responsible

Stephanie Smith

Schedule

Semiannually, from 8/15/2016 to 5/19/2017

Evidence of Completion

Star portfolios and data graphs

G2. To improve academic achievement, teachers and other instructional support staff will work collaboratively to develop educational programs and lessons that will increase the performance percentage of level 2 and level 3 tasks in reading and math as indicated by the FSAA results. 1a

G086625

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 10.0 |
| Math Gains | 10.0 |

Targeted Barriers to Achieving the Goal 3

- Difficulty creating tasks that will engage students for long periods of time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Visual supports
- Support Staff-BCBA, Site Coaches, Principal, Guidance
- Behavior plans
- Direct instruction
- Effective materials

Plan to Monitor Progress Toward G2. 8

Data towards standards will be collected via teacher recorded data and ULS checkpoints

Person Responsible

Stephanie Smith

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher collected data, FSAA previous scores, ULS checkpoints, STAR data, CGA's

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. Based on STAR data, students in grades PK-2 will increase the number of pre-requisite learning skills mastered so they are better prepared to access the curricula. **1**

 G086624

G1.B1 Deficits in attending skills **2**

 B230231

G1.B1.S1 Implement Star program with fidelity in grades PK-2 **4**

 S242876

Strategy Rationale

When utilized with fidelity, Star is designed to address deficits in core areas of communication, social and academic skills,

Action Step 1 **5**

Mid-year assessment reviews

Person Responsible

Stephanie Smith

Schedule

On 1/18/2017

Evidence of Completion

Graphs of all school data

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

Mid-year assessment reviews

Person Responsible

Stephanie Smith

Schedule

Semiannually, from 1/18/2017 to 1/18/2017

Evidence of Completion

Graphs of all school data

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

Monthly PLC Data chats to discuss growth

Person Responsible

Stephanie Smith

Schedule

On 5/12/2017

Evidence of Completion

Teachers will bring graphs and brainstorm next steps


G2. To improve academic achievement, teachers and other instructional support staff will work collaboratively to develop educational programs and lessons that will increase the performance percentage of level 2 and level 3 tasks in reading and math as indicated by the FSAA results. **1**

 G086625

G2.B2 Difficulty creating tasks that will engage students for long periods of time. **2**

 B230236

G2.B2.S1 Provide teachers with monthly and individualized training, mentoring and /or coaching and feedback that will assist them in improving student engagement. Training and conversations will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth. **4**

 S242878

Strategy Rationale

Once teachers are provided feedback and participate in the coaching cycle, they will be able to plan more engaging lessons.

Action Step 1 **5**

Teachers will participate in monthly and individual teacher training, mentoring and/or coaching sessions for a deeper understanding of planning of instructional and differentiated implementation of the and core curriculum to meet individual student needs. Training will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth.

Person Responsible

Stephanie Smith

Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administrative focus walk logs and feedback; Lesson Plans, Training reflection forms; Mentor logs; Instructional Support logs/notes; Leadership meeting minutes

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

Participation in professional development opportunities related to better understanding the District Access Points curricula core curricula and differentiated instruction strategies that will aid in addressing all functioning levels and all academic subjects.

Person Responsible

Stephanie Smith

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Training logs and reflection forms Mentoring feedback logs Administrative focus walk logs
Lesson plans Assessments

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

Data on FSAA growth and overall skill acquisition

Person Responsible









Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom data, ULS checkpoints, STAR data and previous FSAA scores

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|------------------|-------------------------------|---|---------------------------|
| 2017 | | | | | |
| G1.B1.S1.MA1  M325022 | Mid-year assessment reviews | Smith, Stephanie | 1/18/2017 | Graphs of all school data | 1/18/2017 semiannually |
| G1.B1.S1.A1  A314288 | Mid-year assessment reviews | Smith, Stephanie | 1/18/2017 | Graphs of all school data | 1/18/2017 one-time |
| G1.B1.S1.MA1  M325021 | Monthly PLC Data chats to discuss growth | Smith, Stephanie | 8/22/2016 | Teachers will bring graphs and brainstorm next steps | 5/12/2017 one-time |
| G1.MA1  M325023 | Data will be collected on skills being taught using the STAR curriculum | Smith, Stephanie | 8/15/2016 | Star portfolios and data graphs | 5/19/2017 semiannually |
| G2.MA1  M325026 | Data towards standards will be collected via teacher recorded data and ULS checkpoints | Smith, Stephanie | 8/15/2016 | Teacher collected data, FSAA previous scores, ULS checkpoints, STAR data, CGA's | 6/2/2017 annually |
| G2.B2.S1.MA1  M325024 | Data on FSAA growth and overall skill acquisition | | 8/15/2016 | Classroom data, ULS checkpoints, STAR data and previous FSAA scores | 6/2/2017 semiannually |
| G2.B2.S1.MA1  M325025 | Participation in professional development opportunities related to better understanding the... | Smith, Stephanie | 8/15/2016 | Training logs and reflection forms Mentoring feedback logs Administrative focus walk logs Lesson plans Assessments | 6/2/2017 monthly |
| G2.B2.S1.A1  A314289 | Teachers will participate in monthly and individual teacher training, mentoring and/or coaching... | Smith, Stephanie | 8/15/2016 | Administrative focus walk logs and feedback; Lesson Plans, Training reflection forms; Mentor logs; Instructional Support logs/notes; Leadership meeting minutes | 6/2/2017 every-6-weeks |

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|--------|-------------|--|--------|
| 1 | G1.B1.S1.A1 | Mid-year assessment reviews | \$0.00 |
| 2 | G2.B2.S1.A1 | Teachers will participate in monthly and individual teacher training, mentoring and/or coaching sessions for a deeper understanding of planning of instructional and differentiated implementation of the and core curriculum to meet individual student needs. Training will include use of manipulatives, visual supports and technology that might enhance learning and student performance growth. | \$0.00 |
| Total: | | | \$0.00 |