

Lake County Schools

Minneola Conversion Charter School



2016-17 Schoolwide Improvement Plan

Minneola Conversion Charter School

320 E PEARL ST, Minneola, FL 34715

<https://moe.lake.k12.fl.us//>

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	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	46%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

N/A

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 Minneola Conversion Charter School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

With the help of the home and the community we provide a nurturing, supportive, learning environment so students may reach their full potential and become responsible, contributing citizens of the world.

b. Provide the school's vision statement.

We are Galloping to Success.

2. School Environment

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

Relationships between students, teachers, families and community are important to overall school success. Minneola Elementary Charter has a very active Parent-Teacher Organization that offers many family activities throughout the year. Additionally, teachers are required to make positive parent contact within the first 9 weeks to every family. Ongoing professional development and coaching also helps teachers reflect and evaluate their continuing relationships with students.

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

Our school uses the Positive Behavior Support model which establishes consistent rules and expectations for safe and respectful behavior both on campus and during transportation times. This combines both educational aspects of social/emotional growth and positive reinforcement for students displaying appropriate behavior. We have a "bully box" where students can address concerns about bullying on the campus. All Lake County Schools procedures are used to address any Bully involved situations. We also follow the Lake County Schools Code of Student Conduct to address unsafe or disrespectful behavior.

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.

Training on our PBS model occurred during teacher professional development during pre-planning and is reinforced at faculty meetings throughout the year. We have school-wide policies regarding classroom based interventions and administrative events. Teachers use a universal color chart to communicate the child's behavior to families. Additionally, training is given to paraprofessionals to aid in their understanding of universal school rules and procedures. During lunchtime we use a "cup" system which allows us to address class-wide behavior using similar protocols for all teachers. The students' behavior is then reported to the teacher, with an incentive for using appropriate lunchroom behavior. Students are encouraged to display their STARS behavior. This is Safe, Trustworthy, Accountable, Respectful, and Successful. All of these protocols are included in the teacher handbook and staff handbook which is given to all employees. They are also trained on procedures and monitored by administration for implementation.

We will continue to implement the Principal's 200 Club. Throughout the year, faculty and staff will

receive a ticket in their mailbox. This ticket is to be given out to any student exhibiting exceptional behavior affiliated with our STARS. The student that receives the ticket will bring it to the office where their name is displayed on a chart in the front office. Once a BINGO is made on the chart those students receive a reward.

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.

With the assistance of our Guidance Counselors students who are at-risk or have social-emotional needs can be placed in a variety of programs with parent permission. We have the Elementary Mentorship Program where students meet with a caring and screened adult during their lunchtime weekly to help build positive relationships. Those students who are in need of additional counseling can be referred to a therapy program which provides on-site counseling to those students whose parents feel is necessary. Our Guidance Counselors also conducts "Lunch Bunch" groups for students who may need additional help in social-emotional skills. The Multi-Tiered System of Supports is also used when a student has additional needs in this area. Grief Counseling is also available for students in the event it is needed. We also have the Reading PAWS program, which provides support with reading while building self-esteem as the student works to become a better reader.

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.

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.

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

Parent Involvement targets for Minneola Elementary include parent participation in after-school events, including parent-teacher nights, Parent-teacher Organization, school festivals, movie nights and other special events. Parents are notified through a variety of media including, phone calls, School Messenger, school Facebook page, Twitter, mobile app, and webpage. Communication also occurs through student agendas, where school-wide behavioral expectations are communicated daily with parents. Parent/Teacher Conferences are also conducted throughout the year to communicate student's progress. Student grades are also available on Skyward. Teachers are required to make a parent phone call if a students grade drops a letter grade.

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.

Minneola Charter is consistently seeking partnerships with our school community. This past school year we held a Community Showcase in the evening where local businesses and community members were offered a table to showcase their business to the community. We had over 30 local businesses attend our event. We will continue to hold this Showcase. Invitations are also given to local community members to attend our open house at the beginning of the year. We have also reached out to the local community to help with our upcoming outdoor classroom project. Dr. Wong, local orthodontist, provides car rider tags for us at no cost. A farm has donated the use of a trailer for our participation in the Christmas parade, Kona Ice partners with our PTO to provide refreshments at our PTO events. Additionally, we have partnerships with several local after-school organizations which provide access to many different types of activities, these include; Piano and Guitar lessons, Young Rembrandts, StarBound dance, as well as an education centered Extended Learning Program. The local VFW has also visited our school to meet with our 5th grade students to discuss the American flag, what the colors mean and how to fold it.

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
Watts, Sherry	Principal
Dison, Kim	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.

Sherry Watts, Principal, serves as the Instructional Leader for the building. Collaboration and teaming occurs with both the leadership team and instructional leaders on campus. The leadership team is comprised of the school Administrators, Guidance Counselors, Literacy Coach, ESE School Specialist, Curriculum Resource Teacher, Instructional Dean and the Testing Specialist. The Instructional Leadership is comprised of teachers from various grade levels and members of the leadership team, which give input on a range of school decisions including curriculum planning, reflective teaching, rubrics and scales, and other vital school decisions. These groups often work together to plan for the direction the school will take in a variety of areas. Instructional and Teacher Leadership is essential to the workings of the school.

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.

In order to make sure that resources are properly aligned, our Principal works closely with our Charter School Board, bookkeeping, accountant and leadership team to ensure that all resources are aligned to school goals. Personnel resources are determined based upon student enrollment and class size requirements. Additional personnel decisions are based upon the needs to the school as determined by the Principal in consultation with the Charter Board, accountant, and Leadership Team. Meetings with the Charter Board are held on a quarterly and as-needed basis. Inventory is maintained through the data entry clerk and bookkeeper that tracks all school equipment. Additional records are maintained through the bookkeeping office.

Exceptional Student Education funds (IDEA Funds) are determined utilizing a team comprised of administration, ESE School Specialist and both general and special education teachers. These teachers utilize data to determine program focus and goals. Resources are then purchased to maximize impact for ESE Students. These meetings are held when funds are appropriated and then to review progress towards the goals throughout the remainder of the year. ESE School Specialist keeps an inventory of ESE purchases and distribution.

Our Guidance Counselor coordinates the programs related to McKinney Vento Act and migrant and military students. Our Curriculum Resource Teacher, works with Title I tutoring provided to students covered under the McKinney Vento Act. They work closely with our school social worker to ensure that the programs, resources, and family services are in place to support the families.

The Principal reviews faculty needs through a survey process, data chats, and TEAM evaluations to determine professional development initiatives annually, to include conferences and trainings faculty and leadership members need to attend.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Janel Plouffe	Parent
James Glover	Business/Community
Thom Doran	Business/Community
Tony Johnson	Parent
Nina Willis-Frye	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

Our Charter Board serves as our SAC. The Board evaluated last year's plan and current school grade. Maintaining a school grade of a "B" was shared with the board. Continued meetings with all teachers and staff to ensure targeted growth, with monitoring plan was in place; including grade level and classroom goals which will be monitored on a quarterly basis.

b. Development of this school improvement plan

The Charter Board is involved by reviewing, revising and approving the SIP during its initial development. Additionally, The Charter Board will monitor the school improvement plan for implementation and progress.

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

This is completed at the Charter Board meeting with the assistance of the Principal and Accountant.

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

Annual budget is available on school website.

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
Watts, Sherry	Principal

b. Duties

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

Our Literacy Leadership Team is made up of the principal, literacy coach, curriculum resource teacher, media specialist and a teacher representative from the primary and intermediate grade-levels. The LLT plans and organizes the following events:

Celebrate Literacy Week, Superintendent's Reading Challenge, Sunshine State Readers, Complex text across grade-levels. Accelerated Reading Program is promoted in grades K-5. Additionally, reading enrichment is a 40 minute block of time held across the school which allows for students to receive targeted literacy instruction based upon their individual needs.

The principal participates in the Book-It Principal's Reading Challenge, and we will continue to hold an annual book drive in memory of one of our teachers to ensure that every child receives a book.

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.

Grade Levels Teams have common planning time. Each grade level meets weekly with the support from administration and instructional coaches as necessary. The Leadership team ensures that grade level meetings are supported as teachers deconstruct the state standards and collaboratively plan engaging lessons that focus on real-world experiences. The school has developed a template which guides teacher teams to work through state standards and develop rigor in their lessons. These topics are meant to encourage reflective teaching and collaboration among members within a supported environment. This time also is used to analyze the data from interim assessments and make instructional decisions.

This year we will be implementing a book study through the utilization of Twitter as a means to incorporate technology in the teaching and learning process as well as collaboration among faculty via a digital means. This years topics will include "Examining Similarities and Differences" and "Examining Reasoning". These topics were determined by using teacher evaluation data and observation to guide areas for continued improvement.

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

In order to recruit and retain highly effective teachers, our school has implemented a teacher mentoring program where new teachers are paired with an experienced teacher to provide mentoring support. Additionally, through the teacher evaluation system, our teachers have a variety of walk-through coaching and mentoring with our administration. In terms of critical shortage areas, we have several ESE teachers, who also have access to coaching, mentoring and support through our ESE School Specialist. We provide access to professional learning communities and access to targeted professional development for our teachers. New teacher meetings will be held at the beginning and throughout the year to support our new teachers. A "New Beginnings" workshop was held on our school site to support the teachers new to our school and new to teaching. Topics included school procedures and expectations, curriculum and assessments. Support meetings will be scheduled throughout the school year to assist the new teachers in various topics.

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

New teachers will be paired with seasoned teachers for assistance. Teachers have access to common planning times. Support will be given so that new teachers are able to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices by providing coverage for both teachers classrooms. Data chats will also hone the new teachers skills in understanding student data and making data driven instructional decisions. Instructional coaching using the Teacher Quality and Retention guidelines have also been put into place to make sure that our new

teachers are continually supported throughout the school year. Both the mentors and the mentees will be engaged in continued meetings on topics relevant to their professional growth.

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 School utilizes the Scope and Sequence and Curriculums Blueprints provided by Lake County Schools. Following the Blueprints is a top priority. Teachers will be provided training on the blueprints through on-going meetings, trainings, planning and monitoring. Teachers also collaborate within the grade level to work on lesson planning, and standards based instructional strategies. Building from the Blueprints, teacher teams will use a template designed to deconstruct standards and plan collaboratively for units. This involves a backwards planning design that focuses on aligned assessment and Higher Order Thinking questions integrated into real world based lessons. Teachers will work through one standard per week collaboratively using the Blueprints as a guideline for timeliness and assessment data on standards that require additional depth.

Thinking Maps is a research based program we have decided to implement fully. Thinking Maps provides a framework for students to organize and summarize their thoughts. It encourages meta-cognition and "thinking about thinking" which in turn helps students reflect upon their own learning. Continued professional learning in extending the use of Thinking Maps on our campus will be continued this year. The Response to Text training will occur in October and will be designed for teachers to build on their current understanding of Thinking Maps and extend that thinking process to the writing process. It will help teachers closely analyze text with students and build a solid foundation for students in English and Language Arts.

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.

In addition to the Multi-Tiered System of Supports process in place; the school also uses frequent data chats to determine instructional needs of the students and guide teachers in utilizing data. A reading enrichment block has been created to provide additional supports to students needing modified assistance as well as enhancing the skills of those meeting proficiency standards. A math enrichment block has also been introduced to use data driven instruction at specific skill levels to students. These blocks have been designed to target specific student needs to ensure that all students receive differentiated instruction during the school day. IStation reading and math teacher directed lessons are also available for teachers to utilize as a means to differentiate instruction for students of all levels. Differentiated Instruction materials are available to teachers through both the MTSS process and accessible through the Curriculum Resource Teacher.

Students that achieved in the lower quartile for ELA and math on the 2016 FSA assessment will also be closely monitored throughout the year using data chats to ensure that the students are achieving a positive growth trend line. Teachers will also continue to implement the goal setting process with students each Wednesday to ensure that students are able to set goals for continued improvement. Grade level and classroom goals will be posted in the hallway for school wide reinforcement of goal achievement.

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: 0

Our Extended Learning Center provides before and after school care to children in grades Pre-K through 5th whose parents elect to have them in the program. Students are able to attend Homework Help sessions provided by certified teachers. ELC students are also able to continue work on IStation.

Strategy Rationale

By providing homework help and IStation support, our students receive additional help and instruction beyond the regular school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Watts, Sherry, wattss@lake.k12.fl.us

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

Attendance is collected through the ELC program.

Strategy: Summer Program

Minutes added to school year:

Students that are in our Autism Spectrum Disorder units during the school year, are able to participate in a summer program called ESY. This program allows them to continue to work on strategies and skills learned throughout the school year.

Strategy Rationale

To continue to build on skills obtained throughout the school year.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Watts, Sherry, wattss@lake.k12.fl.us

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

attendance and monitoring of their IEP goals

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.

Minneola Elementary Charter School offers three VPK programs for local students to attend. Two of these programs offer an extended enrichment portion where students remain throughout the school day. The third class offers a traditional half-day program. Additionally, we have a program for incoming Kindergarten students, entitled Stepping Stones. Stepping Stones is held in the months of April, May and June for students who will be attending Kindergarten the following school year. Students and parents are invited to attend these events, held in the evening, to meet the teachers, become familiar with the building, and participate in academic activities. These events are advertised on the website, school Facebook, Twitter, mobile app, and at local child care facilities, and other community agencies. Students are also given a Kindergarten screener at these events and throughout the summer to determine readiness for kindergarten. These readiness assessments are closely analyzed and help make instructional decisions for the upcoming school year.

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 We have no students enrolled in grades 9, 10, 11, or 12

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

N/A We have no students enrolled in grades 9, 10, 11, or 12

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 We have no students enrolled in grades 9, 10, 11, or 12

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 We have no students enrolled in grades 9, 10, 11, or 12

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.

Minneola Elementary Charter school has identified the following strengths: Science Achievement (61%), Math Achievement (64%), and Math Learning Gains (61%). The following weaknesses will be addressed for the upcoming year, ELA Learning Gains(57%), ELA Learning Gains for the Lower Quartile (41%), and Math Gains for the Lower Quartile (53%).

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.

Additional time and direct instruction needs to be provided for our students in the lower quartile in both the areas of reading and math to ensure that they make the learning gains necessary to gain proficiency. This will be corrected by implementing targeted, leveled enrichment times for both reading and math for the upcoming school year. Deconstruction and collaborative planning will be implemented with teachers throughout the school year to ensure that planning occurs to meet the needs of all students in the classroom. Planning will be designed to both support struggling students and accelerate those students who are achieving on grade level. Further professional development also needs to occur in the area of reading. Teachers will be provided with professional development on the 5 areas of reading, iStation assessment information, and reaching the rigor of the standards.

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.** Improve Student Attendance by applying consistent monitoring and follow-up.
- G2.** Student referrals will decrease by 20% from 2015-2016 school year with additional positive behavioral supports in place. (Principals' 200 Club, Cafeteria Management Plan.)
- G3.** Increase academic proficiency by providing differentiated instruction to all students. . Current Performance: ELA 60%, ELA Learning Gains- 57%, ELA Learning Gains Lower Quartile- 41%, Math - 64%, Math Learning Gains- 61%, Math Learning Gains Lower Quartile- 53%, Science 61%

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. Improve Student Attendance by applying consistent monitoring and follow-up. 1a

 G086736

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Monitoring and Follow-up of attendance concerns

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Data

Plan to Monitor Progress Toward G1. 8

Monthly Attendance Data Meetings

Person Responsible

Sherry Watts

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Monthly Attendance Data

G2. Student referrals will decrease by 20% from 2015-2016 school year with additional positive behavioral supports in place. (Principals' 200 Club, Cafeteria Management Plan.) 1a

G086737

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	60.0

Targeted Barriers to Achieving the Goal 3

- Understanding of PBS school-wide plan and successful implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Omega Man
- Principals 200 Club Outline of Program

Plan to Monitor Progress Toward G2. 8

Referral Data

Person Responsible

Kim Dison

Schedule

Monthly, from 8/10/2016 to 6/7/2017

Evidence of Completion

Monthly referral data

G3. Increase academic proficiency by providing differentiated instruction to all students. . Current Performance: ELA 60%, ELA Learning Gains- 57%, ELA Learning Gains Lower Quartile- 41%, Math - 64%, Math Learning Gains- 61%, Math Learning Gains Lower Quartile- 53%, Science 61% **1a**

 G086738

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal **3**

- Teacher Knowledge of high yield strategies and their effective use in the classroom.

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

- Thinking Maps - Response to Text
- Targeted Professional Development and Learning Communities

Plan to Monitor Progress Toward G3. **8**

Increased student achievement through use of high effect strategy.

Person Responsible

Kim Dison

Schedule

Every 2 Months, from 8/24/2016 to 6/7/2017

Evidence of Completion

Istation Progress

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. Improve Student Attendance by applying consistent monitoring and follow-up. **1**

 G086736

G1.B1 Monitoring and Follow-up of attendance concerns **2**

 B230581

G1.B1.S1 Decrease the number of students with more than 20 absences per school year. **4**

 S243259

Strategy Rationale

Improving student attendance has a direct correlation to student achievement.

Action Step 1 **5**

Increased monitoring of student attendance

Person Responsible

Sherry Watts

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Attendance Data

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

Increased monitoring of students with attendance concerns

Person Responsible

Sherry Watts

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

The Principal will review attendance concerns with the guidance counselors on a monthly basis to determine what needs to be done to resolve student attendance issues.

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

Decrease the number of students with more than 20 absences per year.

Person Responsible

Sherry Watts

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Students with frequent absences will improve student attendance.

G2. Student referrals will decrease by 20% from 2015-2016 school year with additional positive behavioral supports in place. (Principals' 200 Club, Cafeteria Management Plan.) 1

G086737

G2.B1 Understanding of PBS school-wide plan and successful implementation 2

B230582

G2.B1.S1 Staff Training of Appropriate implementation 4

S243260

Strategy Rationale

Ensuring staff have a clear understanding of the program, and are implanting. Continued training. Also, the addition of the Class Dojo App in conjunction with the PBS model.

Action Step 1 5

Training of new Principals 200 Club Program

Person Responsible

Sherry Watts

Schedule

Semiannually, from 8/5/2015 to 6/7/2017

Evidence of Completion

Data collection will be based on referral data.

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

Monitoring of Discipline data

Person Responsible

Kim Dison

Schedule

Monthly, from 8/10/2016 to 6/7/2017

Evidence of Completion

Monthly referral data should be showing a decreasing level.

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

Decreasing trend line from previous year of referral data.

Person Responsible

Kim Dison

Schedule

Monthly, from 8/10/2016 to 6/7/2017

Evidence of Completion

Referral data

G3. Increase academic proficiency by providing differentiated instruction to all students. . Current Performance: ELA 60%, ELA Learning Gains- 57%, ELA Learning Gains Lower Quartile- 41%, Math - 64%, Math Learning Gains- 61%, Math Learning Gains Lower Quartile- 53%, Science 61% **1**

 G086738

G3.B3 Teacher Knowledge of high yield strategies and their effective use in the classroom. **2**

 B230586

G3.B3.S1 Targeted professional development in the areas of "Examining Similarities and Differences" and "Examining Reasoning". **4**

 S243261

Strategy Rationale

If teachers have increased knowledge in a high effect areas according to Marzano there will be greater rigor and complex tasks in the classroom.

Action Step 1 **5**

Implement professional learning communities monthly to increase teacher knowledge and understanding of "Examining Similarities and Differences" and "Examining Reasoning"

Person Responsible

Kim Dison

Schedule

Monthly, from 9/1/2016 to 6/7/2017

Evidence of Completion

Improvement on teacher observations and self-reflection.

Action Step 2 **5**

Classroom Walk-Throughs weekly by the Leadership Team

Person Responsible

Sherry Watts

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

The 3-minute walk-through form will be utilized by each leadership team member. Feedback will be given to teachers, and copies of form turned into the principal who will review.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Attendance in professional development & teacher observations

Person Responsible

Sherry Watts

Schedule

Monthly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Attendance records reviewed monthly. Teacher observation reviewed twice per year.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Improved performance on interim assessments- Istation

Person Responsible

Kim Dison

Schedule

Monthly, from 9/7/2016 to 6/7/2017

Evidence of Completion

Tracking growth on Istation towards 70% of students Tier 1 on Istation Interim Assessments

G3.B3.S2 Targeted professional development in Thinking Maps: Response to Text **4**

 S243262

Strategy Rationale

Increased knowledge to use Thinking Maps will increase rigor and relevance for students.

Action Step 1 **5**

Response to Text Thinking Maps Training

Person Responsible

Sherry Watts

Schedule

On 10/17/2016

Evidence of Completion

Teachers will have further Professional Development in extending Thinking Maps.

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					
G3.B3.S2.A1 A314714	Response to Text Thinking Maps Training	Watts, Sherry	10/17/2016	Teachers will have further Professional Development in extending Thinking Maps.	10/17/2016 one-time
G3.B3.S1.MA1 M325858	Attendance in professional development & teacher observations	Watts, Sherry	8/24/2016	Attendance records reviewed monthly. Teacher observation reviewed twice per year.	5/31/2017 monthly
G3.B3.S1.A2 A314713	Classroom Walk-Throughs weekly by the Leadership Team	Watts, Sherry	8/24/2016	The 3-minute walk-through form will be utilized by each leadership team member. Feedback will be given to teachers, and copies of form turned into the principal who will review.	5/31/2017 weekly
G1.MA1 M325853	Monthly Attendance Data Meetings	Watts, Sherry	8/10/2016	Monthly Attendance Data	6/1/2017 monthly
G1.B1.S1.MA1 M325851	Decrease the number of students with more than 20 absences per year.	Watts, Sherry	8/10/2016	Students with frequent absences will improve student attendance.	6/1/2017 monthly
G1.B1.S1.MA1 M325852	Increased monitoring of students with attendance concerns	Watts, Sherry	8/10/2016	The Principal will review attendance concerns with the guidance counselors on a monthly basis to determine what needs to be done to resolve student attendance issues.	6/1/2017 monthly
G1.B1.S1.A1 A314710	Increased monitoring of student attendance	Watts, Sherry	8/10/2016	Attendance Data	6/1/2017 monthly
G2.MA1 M325856	Referral Data	Dison, Kim	8/10/2016	Monthly referral data	6/7/2017 monthly
G3.MA1 M325859	Increased student achievement through use of high effect strategy.	Dison, Kim	8/24/2016	Istation Progress	6/7/2017 every-2-months
G2.B1.S1.MA1 M325854	Decreasing trend line from previous year of referral data.	Dison, Kim	8/10/2016	Referral data	6/7/2017 monthly
G2.B1.S1.MA1 M325855	Monitoring of Discipline data	Dison, Kim	8/10/2016	Monthly referral data should be showing a decreasing level.	6/7/2017 monthly
G2.B1.S1.A1 A314711	Training of new Principals 200 Club Program	Watts, Sherry	8/5/2015	Data collection will be based on referral data.	6/7/2017 semiannually
G3.B3.S1.MA1 M325857	Improved performance on interim assessments- Istation	Dison, Kim	9/7/2016	Tracking growth on Istation towards 70% of students Tier 1 on Istation Interim Assessments	6/7/2017 monthly
G3.B3.S1.A1 A314712	Implement professional learning communities monthly to increase teacher knowledge and understanding...	Dison, Kim	9/1/2016	Improvement on teacher observations and self-reflection.	6/7/2017 monthly

V. Professional Development Opportunities

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

G3. Increase academic proficiency by providing differentiated instruction to all students. . Current Performance: ELA 60%, ELA Learning Gains- 57%, ELA Learning Gains Lower Quartile- 41%, Math - 64%, Math Learning Gains- 61%, Math Learning Gains Lower Quartile- 53%, Science 61%

G3.B3 Teacher Knowledge of high yield strategies and their effective use in the classroom.

G3.B3.S1 Targeted professional development in the areas of "Examining Similarities and Differences" and "Examining Reasoning".

PD Opportunity 1

Implement professional learning communities monthly to increase teacher knowledge and understanding of "Examining Similarities and Differences" and "Examining Reasoning"

Facilitator

Professional Development Team

Participants

All Teachers

Schedule

Monthly, from 9/1/2016 to 6/7/2017

G3.B3.S2 Targeted professional development in Thinking Maps: Response to Text

PD Opportunity 1

Response to Text Thinking Maps Training

Facilitator

James Dean- Thinking Maps

Participants

All Teachers

Schedule

On 10/17/2016

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	Increased monitoring of student attendance				\$0.00
2	G2.B1.S1.A1	Training of new Principals 200 Club Program				\$0.00
3	G3.B3.S1.A1	Implement professional learning communities monthly to increase teacher knowledge and understanding of "Examining Similarities and Differences" and "Examining Reasoning"				\$1,070.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0261 - Minneola Conversion Charter School	General Fund		\$1,070.00
			Notes: Purchase of books for book study.			
4	G3.B3.S1.A2	Classroom Walk-Throughs weekly by the Leadership Team				\$0.00
5	G3.B3.S2.A1	Response to Text Thinking Maps Training				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0261 - Minneola Conversion Charter School			\$0.00
			Notes: Thinking Maps: Response to Text			
Total:						\$1,070.00