2013-2014 SCHOOL IMPROVEMENT PLAN

Lavilla School Of The Arts

501 N DAVIS ST
Jacksonville, FL 32202
904-633-6069
http://www.duvalschools.org/lavilla

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	No	31%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	49%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
A	A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Lavilla School Of The Arts

Principal
Janelle Wagoner D

School Advisory Council chair
David Baldwin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Janelle Wagoner	Principal
Sheryl Dumont	Assistant Principal
Melissa Simms	Assistant Principal
Donnie Martin	Test Coordinator
Morgan Jackson	ELA Lead Teacher
James Miller	Social Studies Lead Teacher
Gwendolyn Washington	Science Lead Teacher
Jennifer Heinrich	Math Lead Teacher
Cheryl Blanton	Guidance Counselor
Karen Sheard	Guidance Counselor
Cheryl Lunger	Community Education
Bradley Gianneschi	Support Facilitator
Fadwa Kazaleh	Support Facilator
Joan Bacon	PDF

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Janelle Wagoner, Principal
Anita Locke, Secretary
David Baldwin, Chairperson
George Hartsfield, Vice-Chairperson
Meloni Elkins, Parent
Kim Goff, Parent
Logan Goff, Student
Jessica Williams, Parent
Elizabeth Day, Parent
Lynn Salvatore, Parent
Nicole Terry, Community/Business
Charles Casey, Parent
Jazzlin Hagans, Student
Geree Lockett, Parent
Telecia Allen, Parent
Erin Elkins, Parent
Jada Lockett, Student

Involvement of the SAC in the development of the SIP

Assist in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending, or continuing such school improvement plan as required by Florida Statutes.
Assist in the preparation of educational improvement proposals for implementing an educational improvement grant. Assist in the preparation of the school's annual budget. Review the budget to be sure it is aligned with the School Improvement Plan.

Activities of the SAC for the upcoming school year

Participate in planning and monitoring of school buildings and grounds.
Initiate activities or programs that generate greater cooperation between the community and the school.
Assist in the development of educational goals and objectives.
Recommend various support services in the school.
Provide input regarding the district Strategic Plan.
Review the impact of property development and zoning changes in the vicinity of the school as they relate to the safety, welfare and educational opportunities of the students.

Projected use of school improvement funds, including the amount allocated to each project

Projects will be planned throughout the school year as needed and as funds allow the purchase of technology in support of the School Improvement Plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Janelle Wagoner D		
Principal	Years as Administrator: 14	Years at Current School: 9

Credentials	B.S. Art Education M.S. Administration and Supervision Certification:Art K-12,Administration
Performance Record	Principal LaVilla School of the Arts School Grades A,A,A,A,A,A,A, A (2005-2013) Student performance data can be found in part II of the School Improvement Plan

Sheryl Dumont		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials	B.S. Professional Aeronautics M.A Secondary Education Certification: MGI, ESOL, and Educational Leadership
Performance Record	A.P. LaVilla School of the Arts School Grade A (2013) Student performance data can be found in part II of the School Improvement Plan. Assistant Principal: Joseph Stilwell Middle School School Grade D (2012) Instructional Coach Highlands Middle School School Grade D (2011)

Melissa Simms		
Asst Principal	Years as Administrator: 2	Years at Current School: 13

Credentials	B.S. P.E./Health M.A. Criminal Justice Certification:Health/P.E. and Educational Leadership
Performance Record	Assistant Principal School Grade A (2013) Curriculum Liaison School Grades A,A, (2010-2012) Teacher, La Villa School of the Arts School Grades A,A,A,A,A,A,A,A,A (2001-2009)

Classroom Teachers

# of classroom teachers
59

 # receiving effective rating or higher
59, 100%

 # Highly Qualified Teachers
15%

 # certified in-field
59, 100%

 # ESOL endorsed
10, 17%

 # reading endorsed
3, 5%

 # with advanced degrees
26, 44%

 # National Board Certified
9, 15%

 # first-year teachers
5, 8%

 # with 1-5 years of experience
5, 8%

 # with 6-14 years of experience
33, 56%

 # with 15 or more years of experience
21, 36%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruit new teachers using Educators of America and Teach for America - Principal
Recruit new teachers through HR hiring process - Principal
Partnering new teachers with a mentor and a buddy - Professional Development Facilitator, Asst. Principal

Meet regularly with new teachers to provide information on research based instructional strategies, certification and MINT strategies - Principal, PDF, Asst. Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentors selection is based upon subject/grade level, years of teaching experience, leadership experience(lead teacher, prior mentor, etc.). The following teachers have been selected as mentors: Joan Bacon, Carol Griffin and Sheryl Dumont . Mentors will perform classroom observations and provide feedback to their perspective teacher. Mentors will schedule monthly meetings, model lesson planning, CHAMPS and provide MINT support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The basic structure of MTSS was reviewed. The team used recent FCAT data to analyze Tier 1, 2, and 3 targets reflecting on the academic and social/emotional areas that needed to be addressed; developed very high expectations for staff and students for building a learning partnership; helped set clear expectations for instruction and for the instructional process; facilitated the development of improved curriculum and teaching aligned with standards, processes, and procedures.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

(Principal/APs) Provides a common vision for the use of data-based analysis and instruction; ensures the school-based team is implementing and monitoring MTSS; conducts assessments of MTSS skills of school staff; ensures implementation of intervention support and documentation; collaborates in the design and delivery of professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.
(Counselors) Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
(Lead Teachers) Ensure curriculum instruction for students include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team meets at least once a month to discuss how all students are being assessed and instructed. Additionally, the team reviews RtI referrals from teachers, and then creates suggestions for classroom teacher to use for each student referred. The next month previously referred cases are reviewed to determine the level of success from the implementation of the interventions, and then it is decided if further interventions need to be applied.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data used in evaluating students comes from FCAT, IOWA, i Ready, Curriculum Guide Assessments (CGA), and teacher created assessments. This data is found in the district adopted computer based program Pearson Insight/Inform. Data relating to behavior comes from teacher observation and referral history reports out of Genesis.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school based MTSS team will attend district module trainings throughout the school year. The MTSS team will train the faculty during built-in monthly professional development opportunities. (i.e. early-dismissal and faculty meetings) The school's Professional Development Plan will outline continuous learning for all educators that result in increased student achievement and include evidence of MTSS professional learning that are result-driven, standards-based, school-centered, and sustained over time. The school based MTSS team will inform parents through PTSA and SAC of interventions strategies designed to increase student achievement and sustain proficiency.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Janelle Wagoner	Principal
Sheryl Dumont	Assistant Principal
Melissa Simms	Assistant Principal
Moragn Jackson	ELA Lead Teacher
Marilyn Free	Enrichment Teacher
Christine Blumberg	Enrichment Teacher
Heather Amerson	Enrichment Teacher
Karen Sheard	Guidance
Cheryl Blanton	Guidance
Bradley Gianneschi	Support Facilitator
Fadwa Kazaleh	Support Facilitator

How the school-based LLT functions

The school-based LLT members meet and collaborate monthly both as a team and in smaller Professional Learning Communities. Our focus is to ensure that all Professional Learning Communities respond in a proactive approach to intentional literacy strategies based on current data that meet our students' needs in a timely manner. The team engages in analyzing student work and classroom behaviors to develop a plan to provide literacy support to teachers; therefore, the following activities are provided to the teachers: 1) technical assistance in collection of data and the data analysis, 2) program evaluation, and 3) continuous professional development. This collaboration facilitates our school-based decision making process.

Major initiatives of the LLT

The major initiatives of the LLT this year is implementing literacy across the curriculum, vocabulary building, and reading application. The LLT has developed and provided training on a literacy plan that encourages student literacy development in all content area classes. The key elements of the plan include: 1). Read the equivalent of 25 books per year across the curriculum. 2). Write weekly in all content area classes. 3). Use reading and writing strategies to enhance learning in all classes. 4). Interdisciplinary Research.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers will meet to plan using their respective learning schedules and instructional focus calendars. Teachers will monitor student progress through various assessments (IOWA, SRA, DAR, CGA, and teacher created assessments) to track the levels of student mastery. Classrooms will also be observed regularly by the school leadership team and district reading specialist.
District specialist will also model critical lessons and provide in-class support to enrichment teachers.
Cross-curricular observations are planned for teachers to observe one another "in action" implementing reading strategies and other instructional techniques in their classrooms.
The math department will use think-pair-share and jigsaw reading strategies to enhance student comprehension of math applications.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	80%	Yes	78%
American Indian				
Asian	86%	91%	Yes	87%
Black/African American	60%	65%	Yes	64%
Hispanic	87%	89%	Yes	88%
White	85%	88%	Yes	87%
English language learners				
Students with disabilities	59%	49%	No	63%
Economically disadvantaged	62%	70%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	344	31%	35%
Students scoring at or above Achievement Level 4	544	49%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	765	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	177	63%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	270	82%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	74%	Yes	75%
American Indian				
Asian	98%	84%	No	98%
Black/African American	54%	61%	Yes	59%
Hispanic	77%	83%	Yes	79%
White	83%	80%	No	84%
English language learners				
Students with disabilities	55%	44%	No	60%
Economically disadvantaged	59%	63%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	400	36%	40%
Students scoring at or above Achievement Level 4	422	38%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	821	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	219	78%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	317	47%	50%
Middle school performance on high school EOC and industry certifications	307	97%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	54%	55%
Students scoring at or above Achievement Level 4	107	40%	45%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	58	99%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	33%	37%
Students scoring at or above Achievement Level 4	143	43%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	2%	1%
Students who fail a mathematics course	40	0%	0%
Students who fail an English Language Arts course	15	0%	0%
Students who fail two or more courses in any subject	18	0%	0%
Students who receive two or more behavior referrals	28	2%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	33	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our goal is continued improvement relating to communication between teachers and parents, and parents and the school to positively impact student achievement in the classroom. This will be done through the use of email addresses, school website and automated messages.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased parental involvement by 5%.	948	85%	90%

Area 10: Additional Targets

Additional targets for the school

The goal of LaVilla School of the Arts is to improve arts (music, drama, dance, creative writing and visual art) participation, support and awareness by non-art teachers.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Integrate Arts into the core academic courses.	56	80%	85%

Goals Summary

G1. Number of student with excessive absences will be 1% or less of the student population.

G2. Decrease the number of excessive student tardiness by 1%.

G3. Decrease the number of students referred to in school suspension and out of school suspension by 1 %.

G4. 80% (278) of all eighth graders will score at or above Level 3 on annual state science assessment.

G5. 90% (1005) of all students will score at or above level 3 on annual state reading assessment.

G6. 75% (838) of all students will score at or above Level 3 on annual state math assessment.

G7. 85% (296) of all eighth graders will score at or above Level 3.5 on annual state writing assessment.

Goals Detail

G1. Number of student with excessive absences will be 1% or less of the student population.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- School website, school messenger system and Oncourse.

Targeted Barriers to Achieving the Goal
- Lack of understanding of parents on the importance of attending school regularly.

Plan to Monitor Progress Toward the Goal

Review of absence data

Person or Persons Responsible
Principal and Assistant Principals

Target Dates or Schedule:
Monthly

Evidence of Completion:
Feedback and re-evaluation of data by school leadership

G2. Decrease the number of excessive student tardiness by 1%.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- School Messenger System, School website

Targeted Barriers to Achieving the Goal

- Lack of understanding by parents and students regarding the importance of arriving to class on time.

Plan to Monitor Progress Toward the Goal

Review of tardiness data.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule:

Monthly

Evidence of Completion:

Feedback and evaluation of procedures

G3. Decrease the number of students referred to in school suspension and out of school suspension by 1 %.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Student Code of Conduct, CHAMPS, School Mediation Team and Restorative Justice Programs.

Targeted Barriers to Achieving the Goal

- Novice teachers lack of training with handling student discipline issues.

Plan to Monitor Progress Toward the Goal

Review of discipline data.

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule:

Monthly

Evidence of Completion:

Feedback and re-evaluation of school wide discipline procedures by school leadership team.

G4. 80% (278) of all eighth graders will score at or above Level 3 on annual state science assessment.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Science Fair Research GiZMOs Fusion workbooks Science PLC Grade Level Articulation

Targeted Barriers to Achieving the Goal
- Students need reading strategies to help understand science content.

Plan to Monitor Progress Toward the Goal

Student CGA data, course grades

Person or Persons Responsible
Science teachers, Assistant Principals, Principal

Target Dates or Schedule:
quarterly

Evidence of Completion:
Science FCAT and EOC exam scores

G5. 90% (1005) of all students will score at or above level 3 on annual state reading assessment.

Targets Supported
- Writing
- U.S. History EOC
- Civics EOC
- Science - Middle School

Resources Available to Support the Goal
- Enrichment reading classes. Leveled reading materials in media center. Summer reading program through community education.

Targeted Barriers to Achieving the Goal
- Student reading below grade level need targeted reading instruction.

Plan to Monitor Progress Toward the Goal

Increase in student reading proficiency

Person or Persons Responsible
Teachers, Assistant Principals, Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student grades, CGAs, FCAT, EOC exams

G6. 75% (838) of all students will score at or above Level 3 on annual state math assessment.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- I Ready Curriculum Guide Assessments Teacher Assessments Student workbooks and technology Enrichment (Carnegie) Curriculum GIZMOs FCAT Explorer

Targeted Barriers to Achieving the Goal
- Struggling students need extended time to master concepts and complete tasks.

Plan to Monitor Progress Toward the Goal

75% of all students will score at or above Level 3 on annual state math assessment.

Person or Persons Responsible
Principal, Assistant Principals, District Math Coach, Lead Math Teacher

Target Dates or Schedule:

Evidence of Completion:
CGA and teacher assessment data.

G7. 85% (296) of all eighth graders will score at or above Level 3.5 on annual state writing assessment.

Targets Supported
- Writing
- U.S. History EOC
- Civics EOC
- Science - Middle School

Resources Available to Support the Goal
- LaVilla School of the Arts Writing Plan District Literacy Specialists

Targeted Barriers to Achieving the Goal
- Students need remediation in writing instruction, skills development with emphasis on spelling, punctuation and grammar. Writing instruction will include response to literature, fiction and non-fiction reading materials.

Plan to Monitor Progress Toward the Goal

Student writing proficiency

Person or Persons Responsible
Teachers, Assistant Principals, Principals

Target Dates or Schedule:
ongoing progress monitoring

Evidence of Completion:
District writing assessments, FCAT writing

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Number of student with excessive absences will be 1% or less of the student population.

G1.B1 Lack of understanding of parents on the importance of attending school regularly.

G1.B1.S1 Utilize attendance clerk and office assistants to make contact with parents concerning with emphasis on school attendance.

Action Step 1

Parent contact upon 5th unexcused absence.

Person or Persons Responsible

Attendance clerk and office assistants

Target Dates or Schedule

Upon 5th unexcused absence.

Evidence of Completion

Phone log

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

Review weekly absence reports and phone logs

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Weekly

Evidence of Completion

Review of absence reports and phone log consistency.

Plan to Monitor Effectiveness of G1.B1.S1

Review of absence data

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Submission of absence report to Principal

G2. Decrease the number of excessive student tardiness by 1%.

G2.B1 Lack of understanding by parents and students regarding the importance of arriving to class on time.

G2.B1.S1 Utilize available office assistants to make parent contact to address and emphasize the importance of arriving to school on time.

Action Step 1

Parent will receive a phone call upon the 5th tardy.

Person or Persons Responsible

Attendance clerks and office assistants

Target Dates or Schedule

Upon receipt of 5th tardy.

Evidence of Completion

A phone log documenting the parent contact.

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

Review of the tardy roster and parent contact logs.

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Weekly

Evidence of Completion

Review of tardy roster and phone log to verify consistency.

Plan to Monitor Effectiveness of G2.B1.S1

Review of tardiness data

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Submission of tardiness report to Principal

G3. Decrease the number of students referred to in school suspension and out of school suspension by 1 %.

G3.B1 Novice teachers lack of training with handling student discipline issues.

G3.B1.S1 Utilize professional development opportunities to reiterate how to effective implement CHAMPS within the classroom.

Action Step 1

Teachers will be introduced to alternate ways to assist student with behavior issues. The focus of the training will be on discipline being restorative instead of punitive.

Person or Persons Responsible

Assistant principals

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation of training agenda and attendance roster.

Facilitator:

Jennifer Farrell

Participants:

All teachers

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

Review of school wide discipline data to ensure that the focus of discipline is restorative instead of punitive when possible.

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule

Weekly

Evidence of Completion

Review of referral from teachers to ensure that discipline referrals are necessary.

Plan to Monitor Effectiveness of G3.B1.S1

Review of discipline data.

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline Report

G4. 80% (278) of all eighth graders will score at or above Level 3 on annual state science assessment.

G4.B1 Students need reading strategies to help understand science content.

G4.B1.S1 Utilize reading strategies such as Frayer model, think-pair-share and jigsaw to deepen their understanding of content vocabulary.

Action Step 1

Implement vocabulary enrichment activities. .

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

AS appropriate when key vocabulary terms are introduced.

Evidence of Completion

Vocabulary enrichment activities, lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Science PLC discussions regarding the implementation of reading strategies.

Person or Persons Responsible

Science Lead, Assistant Principals, Principal

Target Dates or Schedule

bi-weekly

Evidence of Completion

PLC agenda and minutes

Plan to Monitor Effectiveness of G4.B1.S1

Student understanding of science content.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

ongoing progress monitoring

Evidence of Completion

Student data showing growth in reading.

G5. 90% (1005) of all students will score at or above level 3 on annual state reading assessment.

G5.B1 Student reading below grade level need targeted reading instruction.

G5.B1.S1 Intervention programs to support in-school enrichment reading programs.

Action Step 1

Create opportunities to allow student maximum access to books through the media center and classroom libraries.

Person or Persons Responsible

Teachers, Assistant Principals, Principals

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Student reading logs

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Student access to leveled reading materials.

Person or Persons Responsible

Literacy Team

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Student reading logs.

Plan to Monitor Effectiveness of G5.B1.S1

Student reading progress.

Person or Persons Responsible

Teachers, Assistant Principal

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Student grades, CGAs, FCAT, EOCs

G6. 75% (838) of all students will score at or above Level 3 on annual state math assessment.

G6.B1 Struggling students need extended time to master concepts and complete tasks.

G6.B1.S1 Utilize the student workbooks to frequently re-teach and reinforce concepts.Use online tools, such as Reflex, Gizmo, and Glencoe online resources.

Action Step 1

Provide professional development to teachers on how to effectively use student workbooks and online tools for remediation.

Person or Persons Responsible

Target Dates or Schedule

PD can be provided during bi-monthly early dismissal Professional Learning Community meeting.

Evidence of Completion

PLC agenda and PD materials.

Facilitator:

District Math Coach/Assistant Principals

Participants:

All math teachers.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Usage reports for online tools, Data from assessments, student grades and teach observations

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Student growth on district/teacher assessments.

Plan to Monitor Effectiveness of G6.B1.S1

Usage reports of online tools, classroom walk throughs.

Person or Persons Responsible

Principal, Assistant Principals, Teachers

Target Dates or Schedule

ongoing progress monitoring

Evidence of Completion

CGA data, student classroom performance

G6.B1.S2 Provide afterschool tutoring in math using SAI funds.

Action Step 1

After school math tutoring.

Person or Persons Responsible

Math 1/2 and Algebra Teachers

Target Dates or Schedule

Two days a week/1 1/2 hours daily.

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Tutoring to support curriculum guide.

Person or Persons Responsible

Assistant principal/Principal

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Student Grades and classroom performance.

Plan to Monitor Effectiveness of G6.B1.S2

Tutoring Time.

Person or Persons Responsible

Assistant Principal/Principal

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Student grades and classroom performance.

G6.B1.S3 Use of diagnostic assessments to identify specific skills/content strengths and weaknesses. This data will be used to drive instruction and differentiate instruction to meet student needs.

Action Step 1

Whole PLC/grade level data chats based on students results.

Person or Persons Responsible

Grade level math teachers.

Target Dates or Schedule

Quarterly, aligned with time frame of CGA results

Evidence of Completion

PLC agenda/minutes

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Teachers will discuss and bring evidence of standards taught that were retaught to student that were below standard.

Person or Persons Responsible

PLC Lead

Target Dates or Schedule

Bi-weekly PLC

Evidence of Completion

Student work from re-taught materials

Plan to Monitor Effectiveness of G6.B1.S3

Students show mastery of previously taught standards

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

ongoing progress monitoring

Evidence of Completion

Exit slips and other assessment data

G7. 85% (296) of all eighth graders will score at or above Level 3.5 on annual state writing assessment.

G7.B1 Students need remediation in writing instruction, skills development with emphasis on spelling, punctuation and grammar. Writing instruction will include response to literature, fiction and non-fiction reading materials.

G7.B1.S1 Establish school-wide writing rubric supporting FCAT writing skills.

Action Step 1

Use school-wide writing plan across the curriculum in all core and arts classes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Lesson plans containing writing across the curriculum

Facilitator:

District Literary Specialist

Participants:

ELA teachers.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Student Writing Samples, Lesson Plans, Student Data

Person or Persons Responsible

Teachers, Assistant Principals, Principal

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G7.B1.S1

Classroom observations

Person or Persons Responsible

Teachers, Assistant Principals, Principals

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Lesson plans, student writing samples

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instruction(SAI)
For the 2013 - 2014 school year, LaVilla has approximately 100 students that require Enrichment 1 and 2 in Reading, 50 students that require Enrichment 1 and 2 in Math and over 350 students enrolled in Physical Science, Algebra and Geometry. Many of these students need supplemental instruction. Instructional support will improve student performance in the academic areas.
LaVilla will offer tutoring for students needing assistance with classwork, homework and preparation for upcoming assessments. Also, we have a large population of students without a home set of books due to a book shortage. Although, many of the books are online, many of our students do not have access to the internet. The media center will be open before and after school to allow student access to those unable to complete assignments that require internet usage beyond regular in class hours.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Decrease the number of students referred to in school suspension and out of school suspension by 1 %.

G3.B1 Novice teachers lack of training with handling student discipline issues.

G3.B1.S1 Utilize professional development opportunities to reiterate how to effective implement CHAMPS within the classroom.

PD Opportunity 1

Teachers will be introduced to alternate ways to assist student with behavior issues. The focus of the training will be on discipline being restorative instead of punitive.

Facilitator

Jennifer Farrell

Participants

All teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation of training agenda and attendance roster.

G6. 75% (838) of all students will score at or above Level 3 on annual state math assessment.

G6.B1 Struggling students need extended time to master concepts and complete tasks.

G6.B1.S1 Utilize the student workbooks to frequently re-teach and reinforce concepts.Use online tools, such as Reflex, Gizmo, and Glencoe online resources.

PD Opportunity 1

Provide professional development to teachers on how to effectively use student workbooks and online tools for remediation.

Facilitator

District Math Coach/Assistant Principals

Participants

All math teachers.

Target Dates or Schedule

PD can be provided during bi-monthly early dismissal Professional Learning Community meeting.

Evidence of Completion

PLC agenda and PD materials.

G7. 85% (296) of all eighth graders will score at or above Level 3.5 on annual state writing assessment.

G7.B1 Students need remediation in writing instruction, skills development with emphasis on spelling, punctuation and grammar. Writing instruction will include response to literature, fiction and non-fiction reading materials.

G7.B1.S1 Establish school-wide writing rubric supporting FCAT writing skills.

PD Opportunity 1

Use school-wide writing plan across the curriculum in all core and arts classes.

Facilitator

District Literary Specialist

Participants

ELA teachers.

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Lesson plans containing writing across the curriculum