

Polk County Public Schools

Doris A. Sanders Learning Center



2016-17 Schoolwide Improvement Plan

Doris A. Sanders Learning Center

1201 ENCHANTED DR, Lakeland, FL 33801

<http://schools.polk-fl.net/dslc>

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-12	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	50%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Polk County School Board on 2/7/2017.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	23

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 Doris A. Sanders Learning Center

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To learn, achieve and believe in our potential.

b. Provide the school's vision statement.

All students will experience success in attaining educational goals, exhibit universally acceptable social behavior, communicate effectively, participate in community experiences and become productive members of society.

2. School Environment

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

Having a small school setting is an advantage that allows staff, students and parents the opportunity to build relationships and work closely to determine the level of functioning for the student. The parent, teacher, therapists, administration, and agencies involved with the student if applicable create an Individual Education Plan (IEP) which will drive the educational program of the student. The IEP list the needs of the student and indicates the services that will be provided. The school staffing plan calls for a 3:1 student to staff ratio and students can attend school from ages 3 - 22. The majority of our students attend the school for most of their educational career.

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

The low student teacher ratio allows staff the opportunity to get to know the students quickly and to be able to attend to their needs. Our students require adult supervision at all times so they are met at the bus or office as they arrive in the morning and are with staff until they are placed back on the bus or given to the parent or guardian who picks them up in the afternoon. Each classroom has a teacher and at least two paraeducators who work with the students on a daily basis. Students are treated with respect and they know that staff are with them always through the good times and the bad. Staff know the names all students and work together to make sure to let every student know that they are special and our school is a place where they are loved and welcomed each and every day.

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.

Teachers have classroom expectations posted and work on appropriate behaviors daily. Student behavior may be individually reinforced if needed and Behavior Intervention Plans (BIP's) are developed and implemented for those students who have significant behavioral issues. Staff are trained annually on classroom management behaviors and CPI implementation. If behaviors escalate to a serious point a Crisis Team can be called for assistance with the student. The Crisis Team consists of staff who have received the training in Non-Violent Crisis Intervention and are identified as staff the have consistently utilized behavior training to de-escalate behavior. The student is removed from the environment and given the opportunity to settle down. Select staff are also trained and

certified yearly in PCM (Professional Crisis Management) to be used with identified students who may benefit from this type of aid when their behavior escalates.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Leadership team will monitor attendance, tardy rates and discipline data on a monthly basis. The school social worker will assist in monitoring attendance contracts and will provide assistance to the parents on an as needed basis. The school RN will work with parents of medically fragile students in order to maintain documentation of medically related absences. The RN will work with the social worker to assist parents in obtaining services necessary to ensure the health of the students and school attendance.

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	1	0	0	1	0	0	0	0	1	1	2	0	0	6
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	5	4	3	5	6	2	9	1	0	0	35

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	1	0	0	0	0	1	1	2	0	0	5

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

Due to the medical issues the majority of our students face, we monitor attendance on an individual basis and work on their IEP goals to increase academics. Scores on the FAA are examined and we work to try to move the student to the next level (emergent -> achieved -> commended) or help them maintain where they are at to show learning gains. Scores above are from the FAA reading portion. Due to the cognitive disabilities of the students we do not have course failure and we try to do everything we can to keep them in school because we know suspension is not going to help this type of student.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315372>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

A large portion of our curriculum focuses on appropriate social interactions and employability skills. Our pre-vocational and vocational focus employs academic, communication, social/emotional, and career skills instruction. Our students learn best by doing, therefore, we provide opportunities for students to practice their skills. The vocational trainer works with all students in grades 10 through the age of 22 in the school on what ever skill they need. Our students who have graduated and return work on skills like appropriate office conversation, appropriate dress, clocking in and out, quantity and quality of work, following directions, and other career related skills.

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
PEAVEY, DEBRA	Principal
Duque, Giselle	School Counselor
Edwards, John	Teacher, ESE

b. Duties

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

The Leadership Team meets weekly to discuss academic, behavioral/discipline, and attendance concerns. The team reviews data that is collected from pre-post assessments, reviews behavioral incidents and the response in order to plan for future incidents, reviews attendance concerns for individual students, discuss staff plans for activities for academic and social areas and addresses

issues that need to be addressed as a school on parent involvement and concerns or issues that they may have.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team works with District supervisors, other principals, colleagues, school leaders, and support staff to plan for curriculum, scheduling, personnel, instructional strategies, behavioral strategies and parent involvement activities. Personnel and budget levels are set by the district office. Once those items are identified and communicated to the school the principal in collaboration with the Leadership team develops staff and student assignments. The operating and Title I budget worksheets are completed based on identified school needs. The SAC approves the Title I budget. Professional development needs for staff are determined via a needs assessment review and based on staff evaluations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debra Peavey	Principal
Darrell Anderson	Student
Crystle Feran	Parent
Kathleen Driver	Education Support Employee
Giselle Duque	Education Support Employee
	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

SAC Committee reviewed the progress of the 2015 SIP ending in May 2015. The SAC Committee gave input on information that was shared about parent concerns for their children's educational programming. Parent Survey's results were shared and discussed and plans for the 2015 school year were discussed.

b. Development of this school improvement plan

Parental input and SAC input was gathered during planning meetings for the development of the SIP. Members reviewed the plan and gave input as to what they wanted students to attain in the educational setting. Additionally the Leadership team explained the Alternate Assessment results and identified alternate means to rate student achievement - Brigance and Communication Matrix.

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

The annual budget is set by district office based on projected student enrollment. Once the dollar amount is set the school leadership team reviewed the suggested budget allocations made by the

principal and made recommendations for the finalization of the budget. The majority of the budget is placed in a line item for instructional supplies for the classrooms.

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

Funds from the operating budget were used to purchase classroom supplies that included assistive technology, classroom manipulatives, supplemental academic materials, software for low prevalence populations. Operational Budget was used for classroom materials and computer programs = \$15,555.30. Title I money is used to add to the academic materials in the classroom and \$20,678.55 was used to purchase items for the classrooms that could be used individually and as a group for the math, reading, science and writing. \$498.66 of the Title I money was spent on Parent Involvement for postage, light refreshments, meals, and workshop materials.

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
PEAVEY, DEBRA	Principal
Duque, Giselle	School Counselor
Edwards, John	Teacher, ESE

b. Duties

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

Literacy for student at Doris A. Sanders learning Learning Center is promoted through daily activities that include both the student's individual education plan goals and Access Points for the general curriculum.

Lesson plans include small group instruction utilizing reading materials such as library books and periodicals. Due to the significant cognitive impairments of our students, DSLC uses Environmental Print as our reading curriculum, focusing on skills needed to function in the community.

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.

Teachers are provided with 60 minutes of collaborative planning each week. Students are placed in classrooms based on how we believe they can learn best and then teachers are assigned. Teachers are divided among 3 departments (K-5, 6-8, and 9-12) which meet weekly to discuss lesson planning, student behaviors, upcoming school events, and professional development needs. Staff development days are devoted to topics of need for the improvement of instruction of the students.

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

Administration participates in district sponsored recruitment process. Applicants are required to have ESE certification and Elementary Education Certification. Professional Development appropriate for the population served at DSLC is provided in order to provide teachers with the tools necessary to perform their duties. Support staff assist with implementation of initiatives. A servant-leader philosophy is employed to assist with teacher retention.

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

When newly hired teachers or teachers new to the Center population are employed experienced staff are paired with the teacher to mentor and model teaching strategies. Time is provided to observe and collaborate with the mentor teacher in order to facilitate acclimation to the Center. Support staff provide assistance with writing Individual Education Plans and Behavior Intervention Plans. The Leadership Team also provides support for new teachers by modeling acceptable responses to behavior situations.

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 District provides curriculum for the Center schools that has been identified as aligning to Florida's Standards. Additionally, teachers utilize the Access Points that correspond to each course as found on C-Palms website to plan instruction. School-wide use of Unique Learning is implemented and used as a progress monitoring tool and is the basis for collaborative planning each week.

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.

All students at DSLC have Individual Education Plans developed based on their needs and academic skills. The IEP drives the instruction for the students. The goals are developed based on data collected from the Florida Alternate Assessment, Brigance Inventory of Skills, and The Communication Matrix. Students work on Access Points for the State Standards until they graduate from 12th grade, after that point they work on Transition and Career skills.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 10,800

Students eligible for Extended School Year are offered the opportunity to attend the program. The summer program focuses on each student's IEP goals as well as working on reading skills through the Unique Learning Curriculum.

Strategy Rationale

Students with significant cognitive disadvantages tend to lose skills when school is out of session for long periods of time. ESY is offered to limit the loss of skills when identified as a need. Placement in ESY is a staffing committee decision.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

PEAVEY, DEBRA, debra.peavey@polk-fl.net

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

Data is collected on IEP goal attainment during the ESY program and used to determine what level of mastery the student is performing academically. Future goals may be determined based on progress made or not made on the goal.

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.

Students may attend our school from age 3-22. Classrooms are made up of mixed grade levels and transition from one level to the next is minimized by this set up. When students are staffed to attend DSLC a staffing committee convenes to discuss the needs of the students. The parents and staff of the school then meet to discuss specific needs of the student. Due to our ratio of 3 students to 1 staff person, a great deal of attention is provided to students easing the transition into our environment. For students transitioning out of school at age 22, DSLC has informed and assisted the parents of the student regarding services available to the family post education. Beginning at age 13 transition IEPs are developed, where the focus shifts from academics to functional life and work readiness skills. Parents are teamed with State Agencies to develop plans for the students. In addition, an Agency Fair is provided annually, bringing multiple vendors in to advise parents of possible resources at their disposal.

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.

Students at DSLC do not receive a standard diploma, therefore our focus is employability and life skills. After the age of 18, students education focuses on rudimentary job skills that can be taught both on and off campus. We work with studentson job skills such as reporting to work on time, clocking in, following directions, asking for help, takingbreaks appropriately, appropriate social

interactions, money skills, and access to transportation. Students participate in learning about daily living skills, such as, cleaning, cooking, laundry, grocery shopping, and hygiene skills.

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

Due to our school population we do not offer industry certification. However, we do have a custodial training program and a recycling school enterprise that operates through student efforts. The students learn employability skills in order to prepare them for the workforce.

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

For DSLC our academics focus around daily living and work skills and vocabulary. We offer a comprehensive Ag program that provides experience working with plants. We find that students learn better if the lessons are application based and the student can relate to the lesson.

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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Planning - The Academic Leadership Team will be developed to pre-plan, plan, post plan and collaborate on the School Improvement Plan through Leadership meetings and collaborative planning once a week for teachers of targeted areas.

- G2.** Monitoring - process of collaborative planning and implementation of curriculum based on data collection will be gathered, discussed and principal and leadership team

- G3.** Coaching - The principal, leadership team and teacher colleagues will assist each other and evaluate the implementation of academics in the classroom. Teachers/paras will be helped to ensure that students are getting the best academic instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Planning - The Academic Leadership Team will be developed to pre-plan, plan, post plan and collaborate on the School Improvement Plan through Leadership meetings and collaborative planning once a week for teachers of targeted areas. 1a

G087469

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Time and personnel to cover the classes and work with students during 90 minute planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize all available staff, have a back-up plan and assess the effectiveness during leadership meetings

Plan to Monitor Progress Toward G1. 8

Data on Unique Learning Progress of implementation and pre & post tests of students for dat

Person Responsible

DEBRA PEAVEY

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Minutes of meetings, pre & post test outcomes for Unique Learning

G2. Monitoring - process of collaborative planning and implementation of curriculum based on data collection will be gathered, discussed and principal and leadership team **1a**

G087470

Targets Supported **1b**

Indicator	Annual Target
Instructional Minutes	90.0

Targeted Barriers to Achieving the Goal **3**

- Time for collection and analysis of data

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

- Formed devised for collected data

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

Observation and conversation with PE coach and Art teacher as well as paras to see how effective the time was with the students while collaborative planning was taking place

Person Responsible

Giselle Duque

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Notes from observations and conversations

G3. Coaching - The principal, leadership team and teacher colleagues will assist each other and evaluate the implementation of academics in the classroom. Teachers/paras will be helped to ensure that students are getting the best academic instruction. 1a

G087471

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	95.0

Targeted Barriers to Achieving the Goal 3

- Honest and helpful coaching of each other, effective evaluations and feedback

Resources Available to Help Reduce or Eliminate the Barriers 2

- Evaluation process, lesson plans,

Plan to Monitor Progress Toward G3. 8

Effectiveness of lessons and feedback to teachers will be monitored and measured by the post-test of Unique Learning

Person Responsible

Madonna Peace

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

pre-post test scores will be evaluated and lessons observed to see what improvements can be made

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. Planning - The Academic Leadership Team will be developed to pre-plan, plan, post plan and collaborate on the School Improvement Plan through Leadership meetings and collaborative planning once a week for teachers of targeted areas. **1**

 G087469

G1.B1 Time and personnel to cover the classes and work with students during 90 minute planning **2**

 B232488

G1.B1.S1 Assess who is absent and what changes need to be made **4**

 S245405

Strategy Rationale

If there is not enough staff, or if key staff members are not available then we need to have a plan B to ensure the staff can have collaborative planning

Action Step 1 **5**

Staff Attendance will be monitored to ensure we have sufficient coverage to take care of the students.

Person Responsible

DEBRA PEAVEY

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

weekly collaborative planning minutes

G2. Monitoring - process of collaborative planning and implementation of curriculum based on data collection will be gathered, discussed and principal and leadership team 1

G087470

G2.B1 Time for collection and analysis of data 2

B232489

G2.B1.S1 Have a back - up plan; continuously discuss how the time is working 4

S245406

Strategy Rationale

Have to plan for staff absences, student behaviors and ensure there is enough activities to take up the time which will curb behaviors

Action Step 1 5

Leadership team will discuss weekly what is happening with students during their collaborative planning time.

Person Responsible

DEBRA PEAVEY

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Minutes of collaborative planning groups; minutes of leadership team; schedule from art and PE

G3. Coaching - The principal, leadership team and teacher colleagues will assist each other and evaluate the implementation of academics in the classroom. Teachers/paras will be helped to ensure that students are getting the best academic instruction. 1

G087471

G3.B1 Honest and helpful coaching of each other, effective evaluations and feedback 2

B232490

G3.B1.S1 To observe and learn from each other 4

S245407

Strategy Rationale

Learn positive ways to improve teaching and student achievement

Action Step 1 5

To discuss and demonstrate Unique Learning and what an effective lesson would look like.

Person Responsible

DEBRA PEAVEY

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evaluation sheets done by the observer for the class they observed

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M330751	Data on Unique Learning Progress of implementation and pre & post tests of students for dat	PEAVEY, DEBRA	8/22/2016	Minutes of meetings, pre & post test outcomes for Unique Learning	6/2/2017 weekly
G2.MA1 M330752	Observation and conversation with PE coach and Art teacher as well as paras to see how effective...	Duque, Giselle	8/22/2016	Notes from observations and conversations	6/2/2017 weekly
G3.MA1 M330753	Effectiveness of lessons and feedback to teachers will be monitored and measured by the post-test...	Peace, Madonna	8/22/2016	pre-post test scores will be evaluated and lessons observed to see what improvements can be made	6/2/2017 weekly
G1.B1.S1.A1 A317701	Staff Attendance will be monitored to ensure we have sufficient coverage to take care of the...	PEAVEY, DEBRA	8/22/2016	weekly collaborative planning minutes	6/2/2017 weekly
G2.B1.S1.A1 A317702	Leadership team will discuss weekly what is happening with students during their collaborative...	PEAVEY, DEBRA	8/22/2016	Minutes of collaborative planning groups; minutes of leadership team; schedule from art and PE	6/2/2017 weekly
G3.B1.S1.A1 A317703	To discuss and demonstrate Unique Learning and what an effective lesson would look like.	PEAVEY, DEBRA	8/22/2016	Evaluation sheets done by the observer for the class they observed	6/2/2017 monthly

V. Professional Development Opportunities

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

G3. Coaching - The principal, leadership team and teacher colleagues will assist each other and evaluate the implementation of academics in the classroom. Teachers/paras will be helped to ensure that students are getting the best academic instruction.

G3.B1 Honest and helpful coaching of each other, effective evaluations and feedback

G3.B1.S1 To observe and learn from each other

PD Opportunity 1

To discuss and demonstrate Unique Learning and what an effective lesson would look like.

Facilitator

Leadership Team; Principal

Participants

All staff members

Schedule

Monthly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Staff Attendance will be monitored to ensure we have sufficient coverage to take care of the students.				\$0.00
2	G2.B1.S1.A1	Leadership team will discuss weekly what is happening with students during their collaborative planning time.				\$0.00
3	G3.B1.S1.A1	To discuss and demonstrate Unique Learning and what an effective lesson would look like.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	510-Supplies	0092 - Doris A. Sanders Learning Ctr	General Fund		\$1,000.00
			<i>Notes: Notes</i>			
					Total:	\$1,000.00