Victory K8 Of Osceola

2017-18 Schoolwide Improvement Plan

Victory K8 Of Osceola

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

https://victorycharterschools.org/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2016-17	2015-16
Grade	C	F

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Victory K8 Of Osceola

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Avant Garde Academy 8 Osceola is to implement a creative student centered learning environment that will utilize the latest technology in the classroom to prepare our students with the English, Science, Technology, Engineering, & Mathematics skills to succeed in the 21st century.

b. Provide the school's vision statement.

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

2. School Environment

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

The student population at Avant Garde Academy K8 ranges from a variety of economic and cultural economic backgrounds. Avant Garde Academy K8 at enrollment all families complete a registration process that gives key information about the students' culture and thus used for strategic programming. This information is used to develop targeted professional development with teachers. Additionally, in order to build relationships and focus on culturally relevant student centered learning a partnership has been established with Big Picture Learning. Through our unique advisory, students and teachers have the opportunity to build relationships while focusing on college and career-ready skills through a cultural lenas.

Events that provide opportunities to build relationships include;
*New Student Orientation
*Open House
*Curriculum Nights
*Pride Division Family Night
*Hispanic Heritage Activities

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

Safety is of vital importance thus our facility is equipped with security cameras throughout the school; inside each classroom and common areas. Staff is strategically placed throughout the school to provide safe and orderly transitions upon arrival and dismissal. Throughout the school day administrators and the leadership team are present in hallways and classrooms. We have a zero tolerancefor behavior that disrupts the learning environment. The school dean ensures implementation of the schools discipline policy in accordance with the school district of Osceola County.

To create a school environment where students feel respected, we have incorporated an advisory committee which assigns each teacher to a cohort of students that meet daily to discuss and implement The 7 Habits of Highly Effective Kids and Teens by Stephen Covey. Students also have an opportunity to participate in the Pride Division Leadership class that incorporates leadership skills, life skills, peer tutoring, and mentoring opportunities.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

Additionally, AGA facilitates the Positive Behavior Intervention and Supports (PBIS). This school-wide system of support include proactive strategies for defining, teaching, and supporting appropriate students behaviors to create positive school environments.

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.

A key function of our leadership team, mentors, and school dean is to help all students identity his/her abilities, achievements, interests, and values allowing the student to make better personal, educational, and social decisions. We work with students to help them become aware of alternatives and consequences of his/her decisions. Avant Garde Academy K-8 affirms the rights of all students to pursue an educational program without regard to sex, religion, or ethnic background.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
We will utilize our data systems to identify students who have attendance, behavioral or academic concerns. The system will generate monthly reports for 5, 10, 15, and 20 or more cumulative absences. Parent meetings will be scheduled to address concerns regarding attendance.

*One or more suspensions, whether in school or out of school
Daily reports will be created after attendance is taken on which students are suspended each day. Teachers will be notified of suspended students and will be expected to provide assignments while students are on suspension. We will notify parents of any missed assignments. We communicate daily with teachers regarding this expectation.

*Course failure in English Language Arts or mathematics
We plan to utilize data driven practices to assess the needs of the students and address the barriers to success. We will begin by assessing the reason for such failure such as attendance, parent support, or limitations in abilities. Upon completion of the needs assessment, we will create a targeted plan for success for each student.

*A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
Students who receive a level 1 on either ELA or Mathematics statewide assessment will be placed in intensive reading or math courses. Their progress will be monitored through benchmark testing and the MTSS process. Students will be tiered according to their benchmark assessments and will receive interventions based on their level of needs. Students who reach the Tier 3 level of support that do not demonstrate sufficient rate of progress with changes in their intervention, will be referred to the Child

Study Team to be considered for a Special Education evaluation. If the students are already identified as ESE, additional researched based interventions will be applied. Parents will be invited to any meetings regarding student progress.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	3	5	3	3	5	2	6	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	2	2	0	0	0	0	4
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	7	15	17	15	18	0	0	0	0	77

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	2	1	1	0	0	0	0	0	4

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

We will implement a multi-disciplinary team that will meet regularly to problem solve and create action plans for students who exhibit two or more of the early warning indicators. The specific programs we have chosen to narrow the achievement gap in reading and math interventions are; Achieve 3000. We will use I-Ready to addressthe achievement gap in math and reading. Parents will be invited to scheduled meetings to discuss student progress and changes in intervention or student performance. We will also meet to discuss students who have irregular patterns in attendance. In addition to meeting regularly, teams will attend any district provided professional development on attendance and child study teams.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/468416.

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.

Avant Garde Academy K-8 is working hard to develop our Partner in Education (PIE) program, as we know that this is the foundation to build and sustain partnerships with the local community. Through these partnerships, AGA will be able to secure and utilize resources to support the school and student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Paynter, Chanell	Principal
Yarbrough, Madeline	Dean
Miller, Cynthia	Instructional Coach
Leonard, Sandra	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.

Avant Garde Academy K8 principal, Chanell Paynter, is an instructional leader who upholds a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports her staff with continuous professional development opportunities, and open communication. The principal oversees school wide safety and ensures efficient operations. She is in constant communication and collaboration with the surrounding community and its stakeholders. She is the lead for Title I documentation, state accountability corrections, data chats, common planning and other duties.
The Dean, MTSS coordinator, ESE Complaince Specialist, and ESOL Specialist assist and support the principal's initiative and duties. They lead the following initiatives: special areas, interventions, instructional coaching, professional development, and discipline.

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

The Avant Garde Academy K-8 leadership works collaboratively with our district based Charter School Support team to align all available resources in order to meet the needs of students and maximize student access.
The Leadership meets every Wednesday to prepare weekly PLC agendas, review weekly data reports, organize weekly teacher data chats, schedule walkthroughs, review advisory meeting minutes, monitor parental involvement and communication methods to reach all families, staff and students.

During PLC meetings the team uses data to help teachers to create standard base lesson plans and

common assessments. During this time, it is determined which instructional materials will be used and be provided.

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

Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Chanell Paynter	Principal
Lillibeth Medina	Education Support Employee
Shanika Williams	Parent
Cassaundra Evans	Teacher
Victoria Cruz	Parent
April Baker	Parent
Lilivette Bapiste	Parent
Jey Perez	Parent
Jaron McGruder	Student
	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our first SAC meeting will be held October 2017 and officers elected. The evaluation of the school improvement plan will be reviewed in the October 2017 meeting.

b. Development of this school improvement plan

On Oct 2017 SAC will meet to elect officers and the school improvement plan draft will be reviewed. SAC members input will be discussed, considered, and integrated into the plan as an amendment as appropriate.

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

During the November 2017 meeting, the SAC will review and discuss the updated budget information expenditures.

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

At the November meeting, the SAC will review the school improvement fund allocations. Allocations will be reviewed for each SIP goal, which focus on professional development for teachers and instructional 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
Paynter, Chanell	Principal
Miller, Cynthia	Instructional Coach
Evans, Casaundra	Teacher, K-12

b. Duties

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

The literacy leadership team's goal is to increase the number of students reading at or above grade level expectations as well as the number of students scoring a level 3 3 or higher on the Spring 2017 Florida School Assessment in English Language Arts. The focus of the literacy team will be to develop a plan to increase the complexity of texts that are in classroom libraries. The team will also use data to establish literacy goals for the school year. Each month the LLT will meet to assess progress towards accomplishing the goals. We will host two Literacy Nights to promote positive family interactions with text-based activities. One session will focus on elementary school literacy activities and the other session will focus on middle school literacy activities.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The leadership team at AGA-K8 uses a variety of strategies to promote positive working relationships between teachers. Each grade level and subject area conduct bi-weekly Professional Learning Communities that focus on collaborative planning and standards-based instruction. A member of the leadership team attends and supports the PLC's. In conjunction with the bi-weekly PLCs, we also hold bi-weekly data chats in order to disaggregate data and identify trends and patterns as we aim to close the achievement gap. Staff meetings are help bi-weekly. Professional Development activities are regularly scheduled. AGA supports teachers through research-based best practices coaching model.

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

In order for AGA-K8 to recruit and retain highly qualified, certified-in-field, effective teachers to our school, the following plan is executed:
The Principal and Assistant Principal will provide feedback to teachers on a weekly basis. The Leadership team will be responsible for conducting weekly walkthroughs and providing ongoing feedback for classroom teachers.
The principal and assistant principal will retain highly effective teachers by enhancing instructional skills through ongoing professional development, staff surveys, courageous classroom conversations, providing meaningful observation feedback, and coaching.
A leadership program will be established to ensure a leadership pipeline as well retain highly qualified teachers.

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

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

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

Teachers with 0-3 years of experience will be paired with teachers with 4-6 years of experience.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The leadership team at AGA-K8 ensures its core instructional programs and materials are aligned to Florida Common Core State Standards and Next Generation Science Standards. Teachers unpack standards during weekly common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study.

Our school also creates ongoing opportunities for teachers to review the Florida Common Core State Standards and tocollaborate. Lesson plans are submitted weekly to learning coaches and leadership team for target feedback and to ensure lessons meet the standards. Teachers are given the opportunity for discussions and learning opportunities for growth in instructional practice, curriculum, and the standards.

In addition, instructional teams use the FSA Test Item Specification and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each standard taught.

b. Instructional Strategies

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

AGA-K8 believes that a data-driven approach to differentiated instruction is needed to meet the diverse needs of our students. During the first few weeks of school, all students are given baseline assessments in Reading, Math, and Writing.

The data gleaned from these assessments will be used to differentiate instruction based on individual student needs. After the initial assessment, teachers will give weekly or bi-weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, all subject areas will use summative assessments at the end of each unit to track students' achievement relative to the standards-based learning goal. Students who are performing below grade level expectancy will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, as student growth is expected to regularly occur.

The leadership team will meet bi-weekly to review, discuss, and make decisions on current student data. Interventions will be modified based on student data. Students who do not display proficiency will be addressed in small groups and during intervention. Students who are proficient will receive enrichment opportunities in small groups.

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

Strategy: After School Program

Minutes added to school year: 2,520

Identified students in all grade levels can receive an extra hour and a half of reading, math and science instruction twice a week.
Teachers use data to drive their instruction and meet with students in small groups. This enables the teachers to meet the needs of their students in order to improve students' proficiency.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Paynter, Chanell, chanell.paynter@osceolaschools.net

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

Teachers will keep attendance, performance on all assessments and intervention record. This will be available for review during the bi-weekly data chats.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All students are assessed within the first four weeks of school. Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Supplemental instruction may also be provided by the teacher or could be provided by a support staff member. Benchmark assessments will be administered throughout the year in order to determine if students are making necessary learning gains. Staff members also implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
Collaboration occurs across grade levels and content areas as well as within the AGA network. As a charter school, it is sometimes difficult to collaborate with traditional public feeder schools as our students come from various schools throughout the district. However, when possible, we communicate with previous schools as much as possible.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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. If all students receive rigorous standard-based data driven instruction, then student achievement will increase in Math

G2. If all students receive rigorous standard-based data driven instruction, then student achievement will increase in English Language Arts.

G3. If all students receive rigorous staandard base data driven instruction, then student achievement will increase in Science.

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. If all students receive rigorous standard-based data driven instruction, then student achievement will increase in Math 1a

🔍 G095507

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	35.0

Targeted Barriers to Achieving the Goal 3

- Students demonstrate difficlties when faced with solving real world problems with multi-steps and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development , Pearson Success, Digits, Math Triumph

Plan to Monitor Progress Toward G1. 8

benchmark testing, I-Ready, teacher-made assessment and curriculum assessment

Person Responsible
Chanell Paynter

Schedule
Biweekly, from 9/5/2017 to 5/25/2018

Evidence of Completion
Results from the testing and assessments

G2. If all students receive rigorous standard-based data driven instruction, then student achievement will increase in English Language Arts. 1a

🔑 G095508

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- one on one coaching, feedback on unit and lesson planning, instructional strategies professional develpment

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Cynthia Miller

Schedule

Biweekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Students performance will increase on I-Ready testing and assessments

G3. If all students receive rigorous staandard base data driven instruction, then student achievement will increase in Science. `1a`

🔍 G095509

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	26.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have limited understanding on how to engage students in hands-on standard based science lessons.

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

- Next Generation Sunshine State Standards, test items specifications, EOC Blueprints, access to technology, and science kits

Plan to Monitor Progress Toward G3. `8`

Observation data from coaching walk through, informal and formal observations, lesson plan documentation, and student data reports will show evidence of teacher and student growth

Person Responsible

Chanell Paynter

Schedule

Biweekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Observation data from coaching walk through, informal and formal observations, lesson plan documentation, and student data reports will show evidence of teacher and student growth

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. If all students receive rigorous standard-based data driven instruction, then student achievement will increase in Math 1

🔑 G095507

G1.B1 Students demonstrate difficlties when faced with solving real world problems with multi-steps and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions 2

🔑 B257174

G1.B1.S1 Teach research based strategies to solve multi-step problems using resources such as calculators, rulers, graph paper and computers. 4

🔑 S272100

Strategy Rationale

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

Action Step 1 5

Provide teachers professional Development on research based mathematical strategies.

Person Responsible

Chanell Paynter

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Chanell Paynter

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Chanell Paynter

Schedule

Biweekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

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

G2. If all students receive rigorous standard-based data driven instruction, then student achievement will increase in English Language Arts. `1`

🔍 G095508

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

🔍 B257175

G2.B1.S1 After targeted professional development key staff will conduct classroom walk-throughs, informal, and formal observations to ensure implementation of instructional strategies. `4`

🔍 S272101

Strategy Rationale

Teachers will gain an understanding of how to use instructional strategies to increase student performance in ELA.

Action Step 1 `5`

A training calendar will be created to include professional development on implementation of researched based instructional strategies for ELA instruction

Person Responsible

Chanell Paynter

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Chanell Paynter

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Student achievement will increase on benchmark testing, I-Ready, and teacher-made assessments.

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

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

Person Responsible

Chanell Paynter

Schedule

Biweekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

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

G2.B1.S2 Lesson plans will be reviewed weekly to ensure high quality standard-based lesson plans and assessments. `4`

🔑 S272102

Strategy Rationale

Teachers will understand how to align standards, curriculum, and instruction to reach the desired effect of increasing student achievement in ELA.

Action Step 1 `5`

Key staff will meet with teachers to review lesson plans using Florida Common Core State standards, test specifications, pacing guides, and ELA curriculum.

Person Responsible

Chanell Paynter

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

coaching logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

lesson plans will be checked weekly, classroom walkthroughs/observations to ensure implementation of written plans, feedback on instructional strategies used

Person Responsible

Chanell Paynter

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

lesson plan review checklist, coaching feedback notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Identified staff will review lesson plans weekly and provide feedback

Person Responsible

Cynthia Miller

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Teachers will submit lesson plans weekly and implement feedback.

G3. If all students receive rigorous staandard base data driven instruction, then student achievement will increase in Science. [1]

🔧 G095509

G3.B1 Teachers have limited understanding on how to engage students in hands-on standard based science lessons. [2]

🔧 B257176

G3.B1.S1 Leadership team representative will meet weekly to support the science teachers in developing rigorous instructional plans based on standards and current student data [4]

🔧 S272103

Strategy Rationale

With the guidance and support of the leadership team, science teachers will learn how to develop rigorous standards-based and data-driven instruction.

Action Step 1 [5]

Leadership team representative and science teachers will meet bi-weekly to use scence kits and implement technology.

Person Responsible

Chanell Paynter

Schedule

Biweekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Teachers lesson plans and classroom observations will indicate growth in standard base instruction and the use of technology

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Classroom walk through , informal and formal observations.

Person Responsible

Chanell Paynter

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Chanell Paynter

Schedule

Biweekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Bi-weekly data meetings, Observation data, lesson plan documentation, and student data reports will display evidences of teacher and student growth.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M390710	benchmark testing, I-Ready, teacher-made assessment and curriculum assessment	Paynter, Chanell	9/5/2017	Results from the testing and assessments	5/25/2018 biweekly
G2.MA1 🔍 M390715	iReady Progress Monitoring, common assessments, quarterly reports, formative and summative...	Miller, Cynthia	8/28/2017	Students performance will increase on I-Ready testing and assessments	5/25/2018 biweekly
G3.MA1 🔍 M390718	Observation data from coaching walk through, informal and formal observations, lesson plan...	Paynter, Chanell	9/5/2017	Observation data from coaching walk through, informal and formal observations, lesson plan documentation, and student data reports will show evidence of teacher and student growth	5/25/2018 biweekly
G1.B1.S1.MA1 🔍 M390708	The Leadership Team will use classroom observation data to determine which strategies need the...	Paynter, Chanell	9/5/2017	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data records will display evidences of teacher and student growth.	5/25/2018 biweekly
G1.B1.S1.MA1 🔍 M390709	Weekly walk through observations, informal observations, and formal observations.	Paynter, Chanell	9/5/2017	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data reports will display evidences of teacher and student growth.	5/25/2018 weekly
G1.B1.S1.A1 🔍 A364944	Provide teachers professional Development on research based mathematical strategies.	Paynter, Chanell	9/5/2017	Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and student data reports will display evidences of teacher and student growth	5/25/2018 monthly
G2.B1.S1.MA1 🔍 M390711	The Leadership Team will use classroom observation data to determine which instructional...	Paynter, Chanell	9/5/2017	Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.	5/25/2018 biweekly
G2.B1.S1.MA1 🔍 M390712	Weekly walk through observations, informal observations, and formal observations using the teacher...	Paynter, Chanell	8/28/2017	Student achievement will increase on benchmark testing, I-Ready, and teacher-made assessments.	5/25/2018 weekly
G2.B1.S1.A1 🔍 A364945	A training calendar will be created to include professional development on implementation of...	Paynter, Chanell	10/16/2017	Observation data from coaching walk throughs, informal, and formal observations, lesson plan documentation, and student data will display evidences of teacher and student growth.	5/25/2018 quarterly
G3.B1.S1.MA1 🔍 M390716	Classroom walk through observations, informal observations, and formal observations.	Paynter, Chanell	9/5/2017	Bi-weekly data meetings, Observation data, lesson plan documentation, and student data reports will display evidences of teacher and student growth.	5/25/2018 biweekly
G3.B1.S1.MA1 🔍 M390717	Classroom walk through , informal and formal observations.	Paynter, Chanell	9/5/2017	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data reports will display evidences of teacher and student growth.	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1 🔍 A364947	Leadership team representative and science teachers will meet bi-weekly to use scence kits and...	Paynter, Chanell	9/5/2017	Teachers lesson plans and classroom observations will indicate growth in standard base instruction and the use of technology	5/25/2018 biweekly
G2.B1.S2.MA1 🔍 M390713	Identified staff will review lesson plans weekly and provide feedback	Miller, Cynthia	9/5/2017	Teachers will submit lesson plans weekly and implement feedback.	5/25/2018 weekly
G2.B1.S2.MA1 🔍 M390714	lesson plans will be checked weekly, classroom walkthroughs/observations to ensure implementation...	Paynter, Chanell	8/10/2017	lesson plan review checklist, coaching feedback notes	5/25/2018 weekly
G2.B1.S2.A1 🔍 A364946	Key staff will meet with teachers to review lesson plans using Florida Common Core State standards,...	Paynter, Chanell	8/10/2017	coaching logs	5/25/2018 biweekly

V. Professional Development Opportunities

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

G1. If all students receive rigorous standard-based data driven instruction, then student achievement will increase in Math

G1.B1 Students demonstrate difficlties when faced with solving real world problems with multi-steps and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions

G1.B1.S1 Teach research based strategies to solve multi-step problems using resources such as calculators, rulers, graph paper and computers.

PD Opportunity 1

Provide teachers professional Development on research based mathematical strategies.

Facilitator

Principal

Participants

Math teachers, ESE Teachers, paraprofessionals

Schedule

Monthly, from 9/5/2017 to 5/25/2018

G2. If all students receive rigorous standard-based data driven instruction, then student achievement will increase in English Language Arts.

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

G2.B1.S1 After targeted professional development key staff will conduct classroom walk-throughs, informal, and formal observations to ensure implementation of instructional strategies.

PD Opportunity 1

A training calendar will be created to include professional development on implementation of researched based instructional strategies for ELA instruction

Facilitator

Participants

Entire Staff

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

G2.B1.S2 Lesson plans will be reviewed weekly to ensure high quality standard-based lesson plans and assessments.

PD Opportunity 1

Key staff will meet with teachers to review lesson plans using Florida Common Core State standards, test specifications, pacing guides, and ELA curriculum.

Facilitator

Participants

ELA teachers, ESOL teacher, ESE teacher

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

G3. If all students receive rigorous staandard base data driven instruction, then student achievement will increase in Science.

G3.B1 Teachers have limited understanding on how to engage students in hands-on standard based science lessons.

G3.B1.S1 Leadership team representative will meet weekly to support the science teachers in developing rigorous instructional plans based on standards and current student data

PD Opportunity 1

Leadership team representative and science teachers will meet bi-weekly to use scence kits and implement technology.

Facilitator

Adminstrator

Participants

Faculty that teaches Math and Science

Schedule

Biweekly, from 9/5/2017 to 5/25/2018

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	Provide teachers professional Development on research based mathematical strategies.	$0.00
2	G2.B1.S1.A1	A training calendar will be created to include professional development on implementation of researched based instructional strategies for ELA instruction	$0.00
3	G2.B1.S2.A1	Key staff will meet with teachers to review lesson plans using Florida Common Core State standards, test specifications, pacing guides, and ELA curriculum.	$0.00
4	G3.B1.S1.A1	Leadership team representative and science teachers will meet bi-weekly to use scence kits and implement technology.	$0.00
		Total:	$0.00