

Orange County Public Schools

# Silver Pines Academy K 12 Learning Center



2017-18 Schoolwide Improvement Plan

## Silver Pines Academy K 12 Learning Center

1906 MATTERHORN ROAD, Orlando, FL 32818

<https://gateway.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-12	Yes	93%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Special Education	No	81%

### School Grades History

Year	2015-16
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 is pending approval by the Orange County School Board.

### 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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Silver Pines Academy K 12 Learning Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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 lead our students to success with the support and involvement of families and the community.

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

#### 2. School Environment

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

Family and community involvement are highly valued at Gateway School. Through family involvement, the school is aware of our diverse student population. We gain information on students' culture through activities such as Entry/Orientation process, Child Study Team meetings, Open House and our annual Academic Challenge Contest (Spelling Bee, Geography Bee and Math Mania). During Open House and SAC meetings we share with our parents and community members our goals and solicit their support for our school initiatives. Our goal is to increase parent confidence in the school; therefore, working together, the needs of our students will be met.

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

There is a school-wide supervision plan in place that ensures that students are properly supervised for their own personal safety. To ensure that students feel respected before, during and after school, students are greeted at the buses by staff members and are welcomed into their classrooms during class change by a teacher at the door and they are escorted to the buses at the end of the day. There are also various staff members available for students to confide in if needed (i.e. Mental Health Counselors, Guidance Counselor, Social Workers, Deans, etc.)

The school provides orientation information to parents, students and staff to explain our school wide expectations and procedures for maintaining safety for all. Every nine weeks the Code of Student Conduct is reviewed with students and staff to inform them of their rights, responsibilities and possible responses for violations. Due to the transient nature of our students, it is necessary to review the Code of Student Conduct upon enrollment of each student.

##### 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.

Gateway School's comprehensive behavior modification system focuses on improving behavior using techniques that intervene in negative behavior patterns while increasing the frequency of positive behavior. The first step in the process is establishing a behavior modification plan to address the school's culture and climate through staff attitudes and training, organization and structure (school and classroom management), teaching and modeling, and programs and activities. Behavior change requires a consistent team approach; therefore, this system is designed to be deliberate, pervasive, systematic and systemic in its content and delivery. Also, this past year the Restorative Justice

Process was added to our behavior modification plan.

The Restorative Justice Process allowed us to use this as an alternative to the typical punish/suspend method of discipline that has been historically used. Restorative Justice empowered students to resolve conflicts on their own (one-on-one) or in small groups. The aim was to decrease out of school suspensions, while creating an environment that supports and provides a common language of shared values. During the 2016-2017 school year, Gateway was able to reduce the number of Level 3 and 4 referrals by 46.7% using the Restorative Justice Process.

A change in behavior requires an attitude change; therefore, character education, social skills and behavioral responses will be taught, practiced and rewarded on a consistent basis in order to help students make the appropriate attitude adjustments. For the 2017-2018 School year we will introduce and offer training's in Culturally Responsiveness, GRIT and Growth Mindset

**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.**

All staff are required to review the student's Individual Education Plan (IEP) and Behavior Intervention Plan (BIP) in order to access the needs of the students. Teachers and staff ensures that each student is exposed to character education and social skills on a daily basis by infusing it throughout the general curriculum. All students have access to counseling through the school's mental health counselor, social worker, mentors/interns, and guidance counselor.

At Gateway School we use staff meetings, assemblies, parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness.

It is an expectation that staff will:

- know school guidelines and procedures
- be fair, positive and consistent
- keep classrooms/offices orderly
- build positive relationships and get to know their needs and motivators
- treat students with the same respect that is expected from them.

Teachers are expected to:

- Connect with students and build relationships with the student and their family.
- Establish a safe environment to decrease the opportunity for the student to be traumatized further.
- Implement an effective Classroom Management Plan.
- Implement stress management and relaxation techniques.
- Connect with Social Services Support (Guidance, Social Worker, etc.) in the event of concerns.
- Exercise patience with students who show signs of stress.
- Manage personal and professional stress so that individuals do not take students' misbehavior personally.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 is monitored closely by the attendance clerk and social worker assigned to track attendance and truancy.

Suspensions are monitored by the behavior clerk by collecting and charting discipline data. This data is distributed, analyzed and discussed during the school's leadership team meetings and behavior PLCs in order to assess the effectiveness of the behavior modification system.

At the end of each marking period teachers provide a grade justification form for all grades below a "C".

Teachers are required to review baseline assessments and utilize progress monitoring resources to provide differentiated instruction that will accommodate the needs of all students.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	8	2	2	3	6	1	1	23
One or more suspensions	0	0	0	0	0	0	16	11	14	12	18	7	3	81
Course failure in ELA or Math	0	0	0	0	0	0	4	4	2	1	3	4	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	9	9	9	1	4	1	0	33

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	16	11	14	12	18	7	3	81

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

Differentiated instruction is used by the classroom teacher to meet the child's specific needs in order to motivate the student and adapt curriculum to their specific learning style.

The guidance counselor and social worker work with the students to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors. This is also supported by students participating in Social Personal Classes. PLC meetings are held to discuss student progress and interventions strategies utilized in the classrooms to aid in the improvement of student academic achievement.

Students who score a level 1 or 2 on reading are appropriately placed in intensive reading classes (single and double block). The students participate in the district approved intervention program(s) Reading Plus, NEWSELA, or iReady.

**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/477209>.

**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.**

Gateway School utilizes a systemic approach to building and sustaining partnerships as a means of securing and utilizing resources to support the school and encourage student achievement. Gateway uses its Student Support Services Department to provide interdependent connections with the University of Central Florida (UCF) School of Social Work and the community-at-large. This program provides Gateway with a unique opportunity to receive counselor services from UCF Master Degree generalist and clinical candidates/interns. Gateway School has maintained a strong relationship with the UCF School of Social Work for the past 11 years.

Student Support Services will continue to establish working relationships with organizations which continue to assist our students and their families with academic achievement through networking opportunities. For example we have working relationships with the following organizations:

Ms. Bertha's Food Pantry (Holiday Dinners and Emergency Weekend Backpack): Mrs. Bertha assists with student events (snacks and drinks). Ms. Bertha also assists with guest speakers for Teach-In and/or regular school events.

JMI Resource- Professional Services Staffing Solutions (Mr. Pablo Nieves, Senior Director of Contracts): JMI Resource was our 2016-2017 Partner in Education which provided support for school related functions.

Local Churches:

St. Margaret: Holiday gifts and guest speakers.

St. Luke's: school supplies and book bags.

UCF School of Social Work: the Social Work Interns are responsible for creating a resource list and seeking new members from our community to assist with developing new relationships and finding additional resources.

**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
Scott, Elaine	Principal
Smith, Inga	Assistant Principal
Marrs, Marva	Instructional Coach
Magbanua, Allan	Other
Mayes, Zerek	Attendance/Social Work
Dawkins, Barbara	Instructional Coach
Johnson, Courtney	Other

**b. Duties**

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

Principal Elaine Scott and Assistant Principal Dr. Inga Smith: Follow the district's goals when provides a common vision for the use of data-based decision making. Ensures that the school-based team is implementing MTSS, ensures that the school staff is well diverse in MTSS skills, ensures implementation of both academic and behavior interventions, participates in instructional rounds and support teachers in the development of their instructive knowledge. Provides support to teachers with adequate documentation, and ensures adequate professional development to support MTSS implementation. Communicate with district officials and parents/community regarding school-based MTSS plans and activities.

Marva Marrs, Curriculum Resource Teacher: Facilitates on-site professional development for teachers and staff. Participates in student data collection, identifies and assists teachers with integrating core instructional activities/materials into their instruction. Acts as a liaison between teachers, MTSS Team and administrators.

Barbara Dawkins, Reading Coach: Facilitates on-site professional development for teachers and program assistants. Participates in student data collection, identifies and assists reading teachers with integrating reading instructional activities/materials into their instruction. Co-teach with and model for reading teachers, and complete instructional rounds with Principal and Assistant Principal.

Courtney Johnson, Dean/MTSS Coach: Conducts on-site training on the school-wide behavior management system, works collaboratively with administration to ensure that the behavior management system is implemented with fidelity. Ensure that the Code of Student Conduct is enforced with fidelity. Liaison between the district and core MTSS Team. Represents the school at District level trainings/meetings to include Discipline Team Meetings (DTM). Disseminates information received during routine DTM and MTSS Team meetings.

Zerek Mayes, School Social Worker: Provides quality services and expertise on student issues to include assessments and interventions with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Allan Magbanua, SAFE Coordinator: Links students requiring additional support services to community programs and partners. James Beller and Kevin McGuire, Mental Health Counselors: Responsible for the facilitation, coordination and expansion of mental health and related services for students with disabilities. Provide individual mental health counseling to a smaller identified group with need for more intense direct service.

**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.**

MTSS is an extension of the school's leadership team, strategically integrated in order to support administration through a process of problem solving as issues and concerns arise through an ongoing examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. Services are provided by Deans, Mental Health Counselors, Guidance Counselors, Behavior Specialist, Instructional Team and Administration.

MTSS/PLC meetings are held on the 1st, and 2nd Wednesdays. Academic/Behavior PLC's are used to conduct child studies that focus on the "whole child". These child studies are conducted to determine the next course of action and necessary supports for the student and teachers/teams.

District PLC (DPLC) meetings are held on the 3rd and 4th Wednesdays. The DPLCs' primary role is to help lead the school's efforts at supporting the improvement of teaching and learning. The DPLC makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.

Reading Coaches provide literacy support for all students through computer based (Reading Plus and iReady) and direct classroom instruction. Additionally, the reading coaches support new teachers with standards based instruction and providing teachers effective strategies in differentiating their instruction.

The Staffing Report is reviewed by administration to ensure that all required positions are filled. Certification is verified on all instructional positions to place only highly qualified teachers in each class.

Title 1 funds will be used to support Professional Development for all instructional staff, provide supplemental instructional programs, and behavioral materials for parents. Title 1 funds and operational funds are also used for technology (SMART Boards, Laptops, and audio equipment) in the classrooms and media center.

Input is received from School Advisory Committee (SAC) and Faculty Advisory Committee (FAC) about purchase of instructional/behavioral resources. All inventoried items (Fixed Assets) are monitored by Administration and Tech Coordinator. Inventory is conducted twice a year.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Elaine Scott	Principal
Jennifer Tebo-Hammond	Teacher
Zerek Mayes	Teacher
Marva Marrs	Teacher
Lorna Kitson	Teacher
Deborah Dobson	Education Support Employee
Doris Jackson	Business/Community
Valory Scott	Business/Community
Marcy Matthews	Business/Community
Isabel Dominguez	Business/Community
Michelle Saintuny	Business/Community
Ruby Terry	Business/Community
Denise Hall	Parent
Maxine Blake	Parent
Lorenzo Blake	Parent
Rose Cooper	Business/Community
Mary Sims	Business/Community
Rose Kalala	Business/Community
Walton Morgan	Business/Community
Michelle Saintuny	Business/Community
Rose Gordon	Business/Community
Barbara Dawkins	Teacher
Linda Porter	Parent
Lisa Smith	Parent
Christine McGivney	Parent
Jessica Silva	Parent
Nati Vazquez-Gonzalez	Business/Community
Jamie Younger	Business/Community
Alex Bryson	Business/Community
Nichole Fortunato	Business/Community
Zuhaily Smith	Business/Community
Julie Chrisotome	Business/Community
SRO Dix	Business/Community
SRO Russell	Business/Community
Pablo Nieves	Business/Community

**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, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

*b. Development of this school improvement plan*

School SAC staff members used early warning data, EOC/FSA data and discipline data to assist with the development of this plan.

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

During the Spring 2017 SAC meeting, the 2016-2017 budget expenditures were reviewed. At that time, the purchases of such items as computers, Smart boards, textbooks, media center furniture, student cafeteria furniture, professional development, teacher incentives, instructional materials and contracts renewals were discussed. For the 2017-2018 school year, the SAC agreed that SIP funds should continue to be used for these items and other necessary items that will support Student Achievement and Professional Growth.

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

The allocated school improvements fund for 2016-2017 were used for professional development, furniture and technology upgrades for the media center and furniture for the student cafeteria.

**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.*

The school will upload the final SAC roster by October 30, 2016.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Smith, Inga	Assistant Principal
Marrs, Marva	Instructional Coach
Scott, Elaine	Principal
Dawkins, Barbara	Instructional Coach

**b. Duties**

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

The Literacy Team conducts weekly meetings with an instructional focus each 9 week period. The team conducts regular classroom walk-throughs to monitor instructional practices, including alignment of content curriculum to the Scope and Sequence for each nine week period. The team utilizes student data from current formative and summative assessments to identify students' learning needs. The data gathered is used following the Multi-Tiered System of Support (MTSS) framework. Students'

learning needs are identified and students are placed in the appropriate tier on the MTSS triangle. Academic and behavior supports are aligned to meet the students' need. An action plan will be developed to outline specific activities to fulfill our major initiatives.

Our focus will be to increase participation and performance within a rigorous curriculum and increase achievement levels for all subgroups. The Florida Continuous Improvement Model (FCIM), in conjunction with our school's MTSS tiered interventions will be used as the process to monitor student academic progress. Interdisciplinary lesson plans and analysis of student portfolios will be used to monitor implementation within the classroom. Strategies will include, graphic organizers, positive behavior recognition, one-on-one tutoring and mentoring, student recognition, and field trip incentives. The media specialist also provides incentives to students to increase reading on a monthly basis.

## D. Public and Collaborative Teaching

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

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

All teachers work collaboratively in academic and behavioral PLCs. They meet on a weekly basis to develop cross curricular lesson plans and discuss implementation and effectiveness of behavior interventions. Master schedule is developed to include common planning for key content areas. The mentoring and new teacher induction process assists teachers new to the school and district to make meaningful connections with veteran teachers. Through this collaborative work, teachers build capacity for their instructional practices and collegiate relationships.

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

Gateway School partners with University of Central Florida in order to create a very successful internship program for their Social Work interns. The administrative team provides professional development and leadership opportunities for teachers to share ideas and implement strategies that impact student achievement.

Administration also participate in OCPS job fairs to recruit teachers as well as by word of mouth and by using the OCPS HR department to identify highly qualified teachers and locate staff that would benefit our student population. The staff is retained by offering additional supplements and providing opportunities to advance within the school along with a small student-teacher ratio. An interview panel, which consists of the Principal, Assistant Principal and staff, conducts the interviews and make hiring decisions that are in the best interest of the students at the alternative settings.

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

Teacher leaders who have previous experiences as a mentor and have worked with a similar population of students are provided with the opportunity to work with beginning teachers. All mentors have taken required training necessary to function in this capacity.

Mentors will meet on a bi-weekly basis to assist mentees with completing their Professional Development Certification Program (PDCP) requirements.

## 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 has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Lesson plans are also reviewed on a regular basis to ensure that appropriate standards are included in the lessons taught. Ongoing classroom observations and feedback are also conducted on a regular basis for this purpose.

### b. Instructional Strategies

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

The process of analyzing and disaggregating data is aligned with the Multi-Tiered System of Support (MTSS). Multiple sources of data such as, FSA, EOCs, iReady, Reading Plus, formative and summative assessments are utilized to determine our students' academic achievement, and academic placement on the MTSS triangle. Teachers use the data to conduct individual data chats with their students; this process helps our students' be active members in their academic achievements. The Rotational and Gradual Release models of instruction are the overarching instructional processes utilized at this school that support the diverse learner. Teachers differentiate their instruction based on students learning needs, utilizing learning centers and research-based strategies.

Students' in Tier 1 of the MTSS framework receive core classroom instruction as well as general academic and behavior support. Students in tier 2 receive core academic and behavior support, as well as strategically targeted intervention aligned with students' needs. Students in Tier 3 receive core classroom academic and behavior instruction, plus a more targeted and focused instruction, generally in a reduced group size or one-on-one instruction. Academic accommodations on students' Individual Education Plans are strictly adhered to.

#### **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:** 124

Extended School Year (ESY) is an individualized instructional program for eligible students with disabilities that is provided beyond the regular school year. The need for ESY services is determined on an individual basis by the IEP team.

**Strategy Rationale**

To aid in the mastery of student IEP goals.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Marrs, Marva, marva.marrs@ocps.net

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

Review of student progress on their IEP goals is used to determine the need for this strategy. Students in the program will be progress monitored to determine if the interventions are effective. Cumulative task data will be collected at the end of each session.

Data is shared with teachers and reviewed with leadership team. Behavior data are collected daily.

**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.**

Student orientation is provided for incoming students giving them expectations for the school year. Gateway works in collaboration with feeder schools to ensure that the students are enrolled in the same coursework as their feeder school.

**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.**

Transition inventories are conducted with all students 14 years or older. Transition planning to include career interest and goals are set for students on their Transition Individual Education Plan(s) (TIEP). Students are encouraged to participate in one of six academies (Culinary, Allied Health, Digital Design, Industrial Arts, Facials and Grooming, and Hospitality and Tourism).

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

Students are given the opportunity and encouraged to participate in Career and Technical courses that are offered on site. Twenty-first Century skills which emphasize life-long learning and the use of digital tools for everyday life has a focus in all coursework.

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

All students have an IEP or a TIEP, which is reviewed at least once a year. Career and Technical Education classes are also included on Gateway School's master schedule.

**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.**

Gateway School is a separate day school for students with disabilities. It is designed for temporary placement. Students are generally transitioned back to their zoned school after completing the set requirements.

## 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" 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.** Teachers will collaborate through professional learning structures organized as professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Accelerate Student Performance)
  
- G2.** To improve and refine our organizational systems in order to maintain a safe environment for our teachers to maximize our students learning opportunities. (Provide Empowering Environments)

## 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.** Teachers will collaborate through professional learning structures organized as professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Accelerate Student Performance) **1a**

G095977

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Level 1	50.0
FSA ELA Achievement	44.0
Attendance rate	95.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers continue to struggle with deconstructing the standards and aligning evidence to the standard.

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

- District and school based professional development
- Side-by-side coaching
- Classroom observations with feedback
- IMS
- Core Curriculum
- iReady and Reading Plus assessment data
- Common Summative Assessments
- Professional Learning Communities (PLC)
- Common Formative Assessments

**Plan to Monitor Progress Toward G1.** **8**

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies. Instructional data notebooks and instructional support data notebooks will be monitored.

**Person Responsible**

Elaine Scott

**Schedule**

Quarterly, from 9/5/2017 to 5/30/2018

**Evidence of Completion**

i-Observation Data, Sign-in sheets, lesson plan review sheets, coach logs, Florida state assessments and formative and summative data

**G2.** To improve and refine our organizational systems in order to maintain a safe environment for our teachers to maximize our students learning opportunities. (Provide Empowering Environments) 1a

G095978

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	44.0

**Targeted Barriers to Achieving the Goal** 3

- Many students struggle with mental health issues and display extreme behaviors.
- Teachers unable to meet the diverse needs of their students by differentiating instruction.

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

- iReady, Reading Plus
- Classroom Libraries
- Student Textbooks
- Classroom Technology
- Scholastic Math
- IMS
- MTSS team and support
- Restorative Justice

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

Administrators will systematically monitor effective use of strategies related to this goal throughout the year, through analysis and dis aggregation of data to address instructional concerns, classroom walkthrough for evidence of differentiated Instruction, student work samples and PLC minutes will be monitored.

**Person Responsible**

Elaine Scott

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

There will be an increase in student achievement and positive movement across the MTSS tiers. Classroom walkthrough notes, PLC meeting notes, differentiated instructional lesson plans, and i-Observation data/feedback will be monitored. Documentation found in student portfolio's and Instructional Data Notebooks

## 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.** Teachers will collaborate through professional learning structures organized as professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Accelerate Student Performance) **1**

 G095977

**G1.B1** Teachers continue to struggle with deconstructing the standards and aligning evidence to the standard. **2**

 B258397

**G1.B1.S1** While participating in PLCs, teachers will analyze student data and reflect on effectiveness of instruction in order to identify what students are to know and be able to do by the end of the unit of study.

**4**

 S273522

### Strategy Rationale

Teachers will deepen their content knowledge and pedagogical skills.

### Action Step 1 **5**

Teachers will analyze student data, reflect on effectiveness of instruction, deconstruct the standards, design and analyze common formative assessments, while using the CRMs and other state/district resources to guide their planning process.

#### **Person Responsible**

Elaine Scott

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Sign in sheets and agendas

### Action Step 2 **5**

Provide professional development on PLC process, deconstructing standards, and designing and analyzing common formative assessments.

#### **Person Responsible**

Marva Marrs

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Staff sign-in sheet

### Action Step 3 **5**

Instructional and Reading Coaches will provide modeling and side-by-side coaching to struggling teachers.

#### **Person Responsible**

Marva Marrs

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Coach's logs, i-Observations data/feedback

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

Through participation in PLC's, review of lesson plans ( goals, targets, and evidence), formal and informal observations, the leadership team will provide teachers with timely feedback.

#### **Person Responsible**

Elaine Scott

#### **Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Feedback on lesson plans, student work samples, and student assessment data will be documented in Instructional Data Binders. MTSS monitoring procedures are in place.

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

To monitor effectiveness, data chats will be used including notes from PLC, Lesson plan reviews, samples of corrected common formative assessments, and classroom observations.

#### **Person Responsible**

Inga Smith

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

PLC notes, lesson plans, student assessments, student work samples

**G1.B1.S2** Teachers will participate in professional development on the planning and delivery of rigorous standards based instruction **4**

 S273523

### **Strategy Rationale**

Teachers will gain an understanding of the process required for planning and delivering rigorous instruction in whole group, small group, and rotations.

### **Action Step 1 **5****

**Person Responsible**

**Schedule**

*Evidence of Completion*

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6****

**Person Responsible**

**Schedule**

*Evidence of Completion*

### **Plan to Monitor Effectiveness of Implementation of G1.B1.S2 **7****

**Person Responsible**

**Schedule**

*Evidence of Completion*

**G2.** To improve and refine our organizational systems in order to maintain a safe environment for our teachers to maximize our students learning opportunities. (Provide Empowering Environments) 1

G095978

**G2.B1** Many students struggle with mental health issues and display extreme behaviors. 2

B258400

**G2.B1.S1** Provide training for teachers on how to effectively utilize behavior modification strategies included on students Behavior Intervention Plans (BIP). 4

S273525

### Strategy Rationale

Research shows that behavior drives instruction.

### Action Step 1 5

Provide systematic training on how to manage classroom behaviors that interfere with student learning and academic achievement.

#### Person Responsible

Inga Smith

#### Schedule

Biweekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Staff Sign-in sheet, Surveys, Meeting Notes

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

Administrators will review/monitor professional development activities

#### Person Responsible

Inga Smith

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Informal observations, sign in sheets, surveys, meeting notes

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

Teachers will be better able to work with identified behaviors as a result of professional development activities provided by school based and district Student Support Services. These strategies should be evident through classroom observations, student work samples and discipline data.

**Person Responsible**

Elaine Scott

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Effective implementation of a school wide behavior management system; decrease in discipline referrals (Levels 1-4), and an increase in student learning and achievement.

**G2.B1.S2 Utilize behavior modification strategies to help student develop intrinsic motivation.** 4

 S273526

**Strategy Rationale**

When reinforcers are internalized, students take ownership of their behaviors.

**Action Step 1** 5

School wide behavior modification trainings

**Person Responsible**

Inga Smith

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

School wide rules and procedures posted in classrooms and throughout the campus. Training agenda, sign-in sheets and PowerPoint.

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

Classroom walkthroughs and observations.

**Person Responsible**

Inga Smith

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Increase in student engagement, decrease in negative behaviors, increase in overall student achievement.

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

Behavior Modification/MTSS PLCs

**Person Responsible**

Inga Smith

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

sign-in sheets, meeting notes, agenda, student behavior and academic data.

**G2.B5** Teachers unable to meet the diverse needs of their students by differentiating instruction. **2**

 B258404

**G2.B5.S1** Teachers have difficulty differentiating instruction to meet the needs of Tier 2 and Tier 3 students. **4**

 S273531

**Strategy Rationale**

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

**Action Step 1** **5**

Provide school-wide professional development on analyzing student assessment data to inform instruction.

**Person Responsible**

Marva Marrs

**Schedule**

Every 6 Weeks, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Agenda and sign-in sheets

**Action Step 2** **5**

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

**Person Responsible**

Marva Marrs

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Sign in sheets, notes from teachers, activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda

### Action Step 3 5

Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.

#### **Person Responsible**

Elaine Scott

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

i-Observation data/feedback

### Action Step 4 5

Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction. Instructional coaches will provide side-by-side coaching and modeling for new and struggling teachers.

#### **Person Responsible**

Inga Smith

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Peer observation reflection logs and coach's logs

### Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

#### **Person Responsible**

Inga Smith

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Meeting notes, i-Observation data and feedback and lesson plans reviews

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

MTSS leadership team meeting notes/agenda

**Person Responsible**

Inga Smith

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.

**Person Responsible**

Elaine Scott

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

i-Observation data and feedback to teachers

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Classroom walkthrough for evidence of differentiated Instruction, i-Observation data

**Person Responsible**

Elaine Scott

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Classroom walk-through notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback

**G2.B5.S2** Teachers will incorporate the rotational, and projects based instruction model in all classes.

4

 S273532

### **Strategy Rationale**

The data indicates the need for implementation of a rotational and projects based instructional model. This model will be supported through the MTSS behavioral process.

### **Action Step 1** 5

**Person Responsible**

**Schedule**

*Evidence of Completion*

### **Plan to Monitor Fidelity of Implementation of G2.B5.S2** 6

**Person Responsible**

**Schedule**

*Evidence of Completion*

### **Plan to Monitor Effectiveness of Implementation of G2.B5.S2** 7

**Person Responsible**

**Schedule**

*Evidence of Completion*

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S2.MA1 M393933	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1 M393934	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.A1 A367232	[no content entered]		No Start Date		No End Date one-time
G2.B5.S2.MA1 M393950	[no content entered]		No Start Date		No End Date one-time
G2.B5.S2.MA1 M393951	[no content entered]		No Start Date		No End Date one-time
G2.B5.S2.A1 A367242	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M393935	Regular lesson plan checks and classroom observations will verify that lessons taught consistently...	Scott, Elaine	9/5/2017	i-Observation Data, Sign-in sheets, lesson plan review sheets, coach logs, Florida state assessments and formative and summative data	5/30/2018 quarterly
G2.MA1 M393952	Administrators will systematically monitor effective use of strategies related to this goal...	Scott, Elaine	8/14/2017	There will be an increase in student achievement and positive movement across the MTSS tiers. Classroom walkthrough notes, PLC meeting notes, differentiated instructional lesson plans, and i-Observation data/feedback will be monitored. Documentation found in student portfolio's and Instructional Data Notebooks	5/30/2018 quarterly
G1.B1.S1.MA1 M393931	To monitor effectiveness, data chats will be used including notes from PLC, Lesson plan reviews,...	Smith, Inga	8/14/2017	PLC notes, lesson plans, student assessments, student work samples	5/30/2018 weekly
G1.B1.S1.MA1 M393932	Through participation in PLC's, review of lesson plans ( goals, targets, and evidence), formal and...	Scott, Elaine	8/14/2017	Feedback on lesson plans, student work samples, and student assessment data will be documented in Instructional Data Binders. MTSS monitoring procedures are in place.	5/30/2018 biweekly
G1.B1.S1.A1 A367229	Teachers will analyze student data, reflect on effectiveness of instruction, deconstruct the...	Scott, Elaine	8/14/2017	Sign in sheets and agendas	5/30/2018 monthly
G1.B1.S1.A2 A367230	Provide professional development on PLC process, deconstructing standards, and designing and...	Marrs, Marva	8/14/2017	Staff sign-in sheet	5/30/2018 weekly
G1.B1.S1.A3 A367231	Instructional and Reading Coaches will provide modeling and side-by-side coaching to struggling...	Marrs, Marva	8/14/2017	Coach's logs, i-Observations data/feedback	5/30/2018 weekly
G2.B1.S1.MA1 M393936	Teachers will be better able to work with identified behaviors as a result of professional...	Scott, Elaine	8/14/2017	Effective implementation of a school wide behavior management system; decrease in discipline referrals (Levels 1-4), and an increase in student learning and achievement.	5/30/2018 quarterly
G2.B1.S1.MA1 M393937	Administrators will review/monitor professional development activities	Smith, Inga	8/14/2017	Informal observations, sign in sheets, surveys, meeting notes	5/30/2018 monthly
G2.B1.S1.A1 A367233	Provide systematic training on how to manage classroom behaviors that interfere with student...	Smith, Inga	8/14/2017	Staff Sign-in sheet, Surveys, Meeting Notes	5/30/2018 biweekly

**Orange - 0591 - Silver Pines Academy K 12 Learning Center - 2017-18 SIP**  
*Silver Pines Academy K 12 Learning Center*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.MA1  M393946	Classroom walkthrough for evidence of differentiated Instruction, i-Observation data	Scott, Elaine	8/14/2017	Classroom walk-through notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback	5/30/2018 weekly
G2.B5.S1.MA1  M393947	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after...	Smith, Inga	8/14/2017	Meeting notes, i-Observation data and feedback and lesson plans reviews	5/30/2018 weekly
G2.B5.S1.MA2  M393948	MTSS leadership team meeting notes/agenda	Smith, Inga	8/14/2017	Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.	5/30/2018 monthly
G2.B5.S1.MA3  M393949	Leadership team will walk together to calibrate data using the Instructional Framework to ensure...	Scott, Elaine	8/14/2017	i-Observation data and feedback to teachers	5/30/2018 weekly
G2.B5.S1.A1  A367238	Provide school-wide professional development on analyzing student assessment data to inform...	Marrs, Marva	8/14/2017	Agenda and sign-in sheets	5/30/2018 every-6-weeks
G2.B5.S1.A2  A367239	Professional development will be provided on differentiated instruction, using data to...	Marrs, Marva	8/14/2017	Sign in sheets, notes from teachers, activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda	5/30/2018 quarterly
G2.B5.S1.A3  A367240	Through i-Observations, the leadership team will provide feedback to teachers on using data to...	Scott, Elaine	8/14/2017	i-Observation data/feedback	5/30/2018 weekly
G2.B5.S1.A4  A367241	Teachers will have the opportunity to observe peer teachers who have implemented differentiated...	Smith, Inga	8/14/2017	Peer observation reflection logs and coach's logs	5/30/2018 weekly
G2.B1.S2.MA1  M393938	Behavior Modification/MTSS PLCs	Smith, Inga	8/14/2017	sign-in sheets, meeting notes, agenda, student behavior and academic data.	5/30/2018 weekly
G2.B1.S2.MA1  M393939	Classroom walkthroughs and observations.	Smith, Inga	8/14/2017	Increase in student engagement, decrease in negative behaviors, increase in overall student achievement.	5/30/2018 weekly
G2.B1.S2.A1  A367234	School wide behavior modification trainings	Smith, Inga	8/14/2017	School wide rules and procedures posted in classrooms and throughout the campus. Training agenda, sign-in sheets and PowerPoint.	5/30/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** Teachers will collaborate through professional learning structures organized as professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Accelerate Student Performance)

**G1.B1** Teachers continue to struggle with deconstructing the standards and aligning evidence to the standard.

**G1.B1.S1** While participating in PLCs, teachers will analyze student data and reflect on effectiveness of instruction in order to identify what students are to know and be able to do by the end of the unit of study.

### PD Opportunity 1

Teachers will analyze student data, reflect on effectiveness of instruction, deconstruct the standards, design and analyze common formative assessments, while using the CRMs and other state/district resources to guide their planning process.

#### Facilitator

Dr. Elaine Scott

#### Participants

Classroom teachers

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

### PD Opportunity 2

Provide professional development on PLC process, deconstructing standards, and designing and analyzing common formative assessments.

#### Facilitator

Dr. Inga Smith

#### Participants

Classroom teachers

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### PD Opportunity 3

Instructional and Reading Coaches will provide modeling and side-by-side coaching to struggling teachers.

#### Facilitator

Dr. Scott and Dr. Smith

#### Participants

Classroom Teachers

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

**G2.** To improve and refine our organizational systems in order to maintain a safe environment for our teachers to maximize our students learning opportunities. (Provide Empowering Environments)

**G2.B1** Many students struggle with mental health issues and display extreme behaviors.

**G2.B1.S1** Provide training for teachers on how to effectively utilize behavior modification strategies included on students Behavior Intervention Plans (BIP).

### PD Opportunity 1

Provide systematic training on how to manage classroom behaviors that interfere with student learning and academic achievement.

#### Facilitator

Kevin McGuire, Mental Health Counselor Jim Beller, Mental Health Counselor Courtney Johnson, Dean Dr. Inga Smith, Assistant Principal

#### Participants

Teachers and staff

#### Schedule

Biweekly, from 8/14/2017 to 5/30/2018

**G2.B1.S2** Utilize behavior modification strategies to help student develop intrinsic motivation.

**PD Opportunity 1**

School wide behavior modification trainings

**Facilitator**

Courtney Johnson, Dean and Dr. Inga Smith, Assistant Principal

**Participants**

Teachers and Support Staff

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

**G2.B5** Teachers unable to meet the diverse needs of their students by differentiating instruction.

**G2.B5.S1** Teachers have difficulty differentiating instruction to meet the needs of Tier 2 and Tier 3 students.

**PD Opportunity 1**

Provide school-wide professional development on analyzing student assessment data to inform instruction.

**Facilitator**

Instructional coach and reading coaches

**Participants**

Classroom teachers

**Schedule**

Every 6 Weeks, from 8/14/2017 to 5/30/2018

## **PD Opportunity 2**

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

### **Facilitator**

Instructional coach and reading coaches

### **Participants**

Classroom teachers

### **Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

## 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	Teachers will analyze student data, reflect on effectiveness of instruction, deconstruct the standards, design and analyze common formative assessments, while using the CRMs and other state/district resources to guide their planning process.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	140-Substitute Teachers	0591 - Silver Pines Academy K 12 Learning Center	General Fund		\$20,000.00
			<i>Notes: Substitutes</i>			
2	G1.B1.S1.A2	Provide professional development on PLC process, deconstructing standards, and designing and analyzing common formative assessments.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0591 - Silver Pines Academy K 12 Learning Center	Title I, Part A		\$7,500.00
			<i>Notes: Professional Development Materials, Consultants, State/National Travel</i>			
3	G1.B1.S1.A3	Instructional and Reading Coaches will provide modeling and side-by-side coaching to struggling teachers.				\$0.00
4	G1.B1.S2.A1					\$0.00
5	G2.B1.S1.A1	Provide systematic training on how to manage classroom behaviors that interfere with student learning and academic achievement.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0591 - Silver Pines Academy K 12 Learning Center			\$3,500.00
6	G2.B1.S2.A1	School wide behavior modification trainings				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0591 - Silver Pines Academy K 12 Learning Center			\$3,500.00
7	G2.B5.S1.A1	Provide school-wide professional development on analyzing student assessment data to inform instruction.				\$0.00
8	G2.B5.S1.A2	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.				\$0.00

9	G2.B5.S1.A3	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.	\$0.00
10	G2.B5.S1.A4	Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction. Instructional coaches will provide side-by-side coaching and modeling for new and struggling teachers.	\$0.00
11	G2.B5.S2.A1		\$0.00
<b>Total:</b>			<b>\$34,500.00</b>