

Success Academy At Ghazvini Learning Center

854 BLOUNTSTOWN ST, Tallahassee, FL 32304

<https://www.leonschools.net/successacademy>

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)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	82%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Leon 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 Success Academy At Ghazvini Learning Center

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

Our mission at The Success Academy is to create a unique and adaptable educational environment that will meet student needs and aspirations, allowing students to excel in the curriculum at an accelerated pace and to recover from academic deficiencies. We strive to assist students in reaching their highest potential and achieving the goal of earning high school diplomas. We will create partnerships between students, parents, community and the school. Through open lines of communication, we will promote the development of a community of life-long learners ready to be successful both academically and professionally.

b. Provide the school's vision statement.

By focusing on the whole student, we will prepare students for leadership, service and success as global citizens with a sense of civic responsibility. By fostering safe and nurturing classrooms and putting an emphasis on personal growth, integrity, and academic acceleration, our students will be able to succeed in any collegiate or professional training program they choose.

2. School Environment

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

•The Success Academy will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of African and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;

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

- Develop and Implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need; and intensive (brief, individual counseling, referral) supports for students that include school-based and community resources;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

- Involve non-instructional staff, including office staff, bus drivers, and cafeteria personnel, in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

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.

- Ensure teachers are trained in classroom management strategies, this includes PBS, Discipline with Dignity and a Progressive Classroom Discipline Plan.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
- Student chats will occur on a weekly basis to engage the student in their learning community providing ongoing feedback. The Success Academy has a comprehensive school-wide recognition system in place.

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.

- Mentors assigned to students identified with concerns;
- Connect students to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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.

- Utilize data systems including Genesis, Gradebook, and Educators Handbook to identify students who have attendance, behavioral or academic concerns.
- Create data decision rules for number of absences or OSS before referral generated to school based or district based teams.
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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	9	16	30	45	45	11	8	164
One or more suspensions	0	0	0	0	0	0	6	25	34	18	24	19	11	137
Course failure in ELA or Math	0	0	0	0	0	0	15	20	36	60	60	20	10	221
Level 1 on statewide assessment	0	0	0	0	0	0	7	31	45	32	26	31	11	183

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	15	20	36	60	60	20	10	221

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Achieve 3000, Edgenuity, Ed Options, etc;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Create evidence-based interventions to close student need gaps related to early warning systems.

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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Increase Parent Involvement by 5%. The Success Academy will involve parents in an organized and ongoing planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parent involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2). A school-parent plan, which outlines how the school, parents, and students will share responsibility for ensuring student achievement, will be implemented. The School Advisory Committee (SAC) will meet quarterly to plan, review, and provide input into the school's Parent Involvement Policy/Plan and parent activities and School Improvement Plan. The SAC will approve the Parental Involvement Budget and the School Improvement Budget, and will review the school AYP information, and SPAR Report. The Spring Title I Survey and School Climate Survey Results will measure our success in increasing parent involvement at Success Academy. Feedback from discussions in SAC meetings, and parent and teacher conferences will also be used to measure our success in increasing parent involvement at Success Academy. Feedback will be used to develop the next year's School Improvement and Title I Plans.

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.

The Success Academy has partnered with WFSU to create partnerships within the community and bring outside resources into the classrooms; The Success Academy reaches out to community organizations to bring mentors into the classroom including the United Way of the Big Bend.

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
Brown, Wilfred	Assistant Principal
Zackery, Pat	Assistant Principal
McDaniel, Michael	Assistant Principal
Richardson, Richard	Principal

b. Duties

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

Principal Richard Richardson , Assistant Principal Wilfred Brown, Assistant Principal Michael McDaniel, and Assistant Principal Patricia Zachery will develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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.

Principal Richard Richardson , Assistant Principal Wilfred Brown, Assistant Principal Michael McDaniel, and Assistant Principal Patricia Zachery will: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

Title I, Part A -The Success Academy will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32) ESEA (Elementary and Secondary Education Act). Supplemental services and materials are provided to Title I students to support academic achievement on the state’s challenging standards and benchmarks.

Title I, Part D - Additional funding will be utilized to enhance classroom technology and instruction. Violence Prevention Programs - Violence Prevention Programs will include Peer Counseling Courses, Positive Behavior Support (PBS) Program, National Red Ribbon Week Activities and the annual Leon County Schools Anti-Gang and Anti-Bullying Initiatives.

Nutrition Program - The Success Academy is part of a National Lunch Program that requires school districts to reevaluate cafeteria pricing annually in an effort to adequately remain current with costs.

To this end Leon County has worked with Nutritional Services and The Success Academy now offers free breakfast and free lunch to all students. Leon County is hopeful that this will lessen the economic burden for our parents. The students will still receive a nutritionally balanced breakfast and lunch. Back to Basics Health and Life Skills Education Program is alive and well at The Success Academy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Richard Richardson	Principal
Connie Jenkins-Pye	Business/Community
Idabell Wilson	Education Support Employee
Christopher Weider	Teacher
Kim Kelling	Business/Community
Charles Bagwell	Business/Community
Norman Billups	Business/Community
John Chancy	Teacher
David Cornuet	Business/Community
Rudy Ferguson Jr.	Business/Community
Jennifer Godwin	Teacher
Shelly Griffin	Parent
Glenda Lang	Business/Community
Conrad McCray	Business/Community
Shawanna Mcfarlane	Education Support Employee
Etienne Mazimpake	Business/Community
Bomani Mustafa	Teacher
Wayne Pye	Business/Community
Joe Thomas	Business/Community
Gregory Turner	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

The SAC reviewed data towards the schools goals and provided input.

b. Development of this school improvement plan

The SAC will review the SIP and make suggestions prior to approval.

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

The SAC approves all expenditures of school improvement funds.

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

There were no SIP funds distributed by the State for the 2015 – 2016 school year. The remaining SAC Budget Balance is \$5,792.28.

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- School Improvement Funds will be apportioned for PBS as necessary determined by the school leadership team. PBS, Positive Behavior Support, is a program developed to minimize lost instructional time and behavioral incidents on an individual and campus-wide scale. PBS provides weekly, monthly, and quarterly rewards for students with good attendance, behavior, and grades, a behavior coaching class for students who need more support, one-on-one interventions, and much more.

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 Success Academy is in compliance with Section 1001.452, F.S., regarding the establishment requirements and duties of the SAC..

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
	Other
Willett, Sean	Teacher, K-12
McDaniel, Michael	Assistant Principal
Richardson, Richard	Principal

b. Duties

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

- Text dependent writing
- Text dependent questioning
- Literacy week
- Achieve 3000 contests
- Professional development
- DBQ project

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.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

- Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District

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 Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

Our planned mentoring activities are to fulfill all state and district requirements.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Our rationale for pairing is based on certification areas and personality cohesion.

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.

- Alignment of curriculum and instructional materials to the Florida Standards (Programs)
- Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)
- The Success Academy creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a

deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

•The Success Academy uses instructional programs that include Edgenuity, Achieve 3000, and IXL that are adopted and supported by the district and tied to the Florida standards.

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 school ensures every teacher contributes to literacy improvement of every student by:

- Utilizing Achieve 3000 in every classroom, with the student goal of 80 articles by May.
- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL

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 Day

Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

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 members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members 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.

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.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- 'College Knowledge' display boards in the guidance wing used to increase student awareness about post secondary opportunities.
- The use of the HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools
- Guidance counselors work with students to inform and support with post secondary graduation and college readiness goals and provide resources.
- Partnership with WFSU and monthly luncheons with career professionals to provide awareness with students about post secondary college and career opportunities.

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

Common Core Curriculum allows classroom teachers to incorporate real world examples and problems into their lessons. Also, students may chose between a wide array of electives. Dual enrollment also allows for students to enroll at Lively Technical Center.

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

Teachers incorporate real life examples and problems into their curriculum. Administration monitors this curriculum implementation through weekly lesson plan submissions. Administration and teachers monitor student improvement on Achieve3000, FSA, and EOA's/EOC's. The school also hosts monthly luncheons inviting local community business owners and professionals to the campus for lunch and learns. Science classes, in partnership with FSU College of Education, UF/IFAS, Tallahassee Garden Club and Florida Department of Agriculture participate in real world science activities in the schools greenhouse.

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.

- ACT and SAT prep classes added to student schedules.
- School based team review and provide assistance to specific students as needed.
- Counselors conduct classroom guidance and individual counseling sessions with students.
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 38% of matched students will show increased learning gains in ELA as measured by the DOE School Improvement Ratings.

- G2.** 53% of students will show growth in Math as measured by the DOE School Improvement Ratings.

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. 38% of matched students will show increased learning gains in ELA as measured by the DOE School Improvement Ratings. 1a

G096092

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	38.0

Targeted Barriers to Achieving the Goal 3

- Students have a weakness in vocabulary and exposure to cross curricular text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Increase non fiction rigorous texts across the curriculum, provide complex texts and close reading activities to all students. Utilize the district recommended text resource library in all courses. Achieve 3000 goals will be set to 40 articles a year.

Plan to Monitor Progress Toward G1. 8

Increase text complexity, text length and vocabulary level of student reading.

Person Responsible

Michael McDaniel

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Achieve Data will be collected by the reading coach and monitored by the APC.

G2. 53% of students will show growth in Math as measured by the DOE School Improvement Ratings. 1a

G096093

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Knowledge gaps in instruction and basic math facts and processes have not been mastered.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Edgenuity, Math texts, IXL, and tutors from FSU.

Plan to Monitor Progress Toward G2. 8

Math progress monitoring assessments

Person Responsible

Michael McDaniel

Schedule

Semiannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student scores on math progress monitoring assessments.

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. 38% of matched students will show increased learning gains in ELA as measured by the DOE School Improvement Ratings. **1**

 G096092

G1.B1 Students have a weakness in vocabulary and exposure to cross curricular text. **2**

 B258690

G1.B1.S1 Teachers will utilize district curriculum to include higher-order questions in both oral and written form. Teachers will increase text length and complexity. Teachers will utilize Achieve 3000. **4**

 S273892

Strategy Rationale

Students will learn skills to independently synthesize and problem solve with proficiency.

Action Step 1 **5**

Increase use of non fiction texts, text complexity and text length in all core classes.

Person Responsible

Michael McDaniel

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

Increase in reading scores with reference to Lexile in Achieve 3000.

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

Achieve 3000 data, classroom walk-throughs, teacher assessment and lesson plans will all be monitored to support the implementation of the strategy.

Person Responsible

Michael McDaniel

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Achieve data

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

Achieve 3000 reports will be disaggregated and interventions provided

Person Responsible

Michael McDaniel

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 assessment data

G2. 53% of students will show growth in Math as measured by the DOE School Improvement Ratings. 1

G096093

G2.B1 Knowledge gaps in instruction and basic math facts and processes have not been mastered. 2

B258693

G2.B1.S1 Increase math word problems in the classrooms and real world application of math. 4

S273893

Strategy Rationale

If students can bridge why they are learning something to how it is applied in real life student engagement increases.

Action Step 1 5

Provide professional learning opportunities on the math standards and Leon Leads.

Person Responsible

Michael McDaniel

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans and evaluation scores.

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

Teachers will utilize Florida standards and online resources. Teachers will utilize Leon Leads instructional practices.

Person Responsible

Michael McDaniel

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans and teacher observation data.

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

Teachers will use data collected from progress monitoring assessments, student work and student chats to provide interventions as needed for individual or whole group instruction.

Person Responsible

Michael McDaniel

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans and teacher observation data.

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 M394760	Increase text complexity, text length and vocabulary level of student reading.	McDaniel, Michael	9/1/2017	Achieve Data will be collected by the reading coach and monitored by the APC.	5/31/2018 monthly
G2.MA1 M394763	Math progress monitoring assessments	McDaniel, Michael	9/1/2017	Student scores on math progress monitoring assessments.	5/31/2018 semiannually
G1.B1.S1.MA1 M394758	Achieve 3000 reports will be disaggregated and interventions provided	McDaniel, Michael	9/1/2017	Achieve 3000 assessment data	5/31/2018 monthly
G1.B1.S1.MA1 M394759	Achieve 3000 data, classroom walk-throughs, teacher assessment and lesson plans will all be...	McDaniel, Michael	9/1/2017	Achieve data	5/31/2018 weekly
G1.B1.S1.A1 A367734	Increase use of non fiction texts, text complexity and text length in all core classes.	McDaniel, Michael	9/1/2017	Increase in reading scores with reference to Lexile in Achieve 3000.	5/31/2018 daily
G2.B1.S1.MA1 M394761	Teachers will use data collected from progress monitoring assessments, student work and student...	McDaniel, Michael	9/1/2017	Teacher lesson plans and teacher observation data.	5/31/2018 weekly
G2.B1.S1.MA1 M394762	Teachers will utilize Florida standards and online resources. Teachers will utilize Leon Leads...	McDaniel, Michael	9/1/2017	Teacher lesson plans and teacher observation data.	5/31/2018 weekly
G2.B1.S1.A1 A367735	Provide professional learning opportunities on the math standards and Leon Leads.	McDaniel, Michael	8/15/2017	Teacher lesson plans and evaluation scores.	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. 38% of matched students will show increased learning gains in ELA as measured by the DOE School Improvement Ratings.

G1.B1 Students have a weakness in vocabulary and exposure to cross curricular text.

G1.B1.S1 Teachers will utilize district curriculum to include higher-order questions in both oral and written form. Teachers will increase text length and complexity. Teachers will utilize Achieve 3000.

PD Opportunity 1

Increase use of non fiction texts, text complexity and text length in all core classes.

Facilitator

Michael McDaniel

Participants

Instructional Teachers

Schedule

Daily, from 9/1/2017 to 5/31/2018

G2. 53% of students will show growth in Math as measured by the DOE School Improvement Ratings.

G2.B1 Knowledge gaps in instruction and basic math facts and processes have not been mastered.

G2.B1.S1 Increase math word problems in the classrooms and real world application of math.

PD Opportunity 1

Provide professional learning opportunities on the math standards and Leon Leads.

Facilitator

Michael McDaniel

Participants

All teachers

Schedule

Monthly, from 8/15/2017 to 5/31/2018

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	Increase use of non fiction texts, text complexity and text length in all core classes.	\$0.00
2	G2.B1.S1.A1	Provide professional learning opportunities on the math standards and Leon Leads.	\$0.00
Total:			\$0.00