

Lincoln Park Academy

1806 AVENUE I, Fort Pierce, FL 34950

<http://www.stlucie.k12.fl.us/lpa/>

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	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 St. Lucie 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 Lincoln Park Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Lincoln Park Academy is to ensure that all students graduate from our safe and caring school, and are equipped with knowledge, academic skills and the desire to succeed as life long learners and positive contributors to our diverse society.

b. Provide the school's vision statement.

Lincoln Park Academy will be a premier college preparatory secondary school that prepares all students for post-secondary placement through challenging, engaging, and satisfying work that enables every student to continuously improve in all academic areas. Teachers will work together collaboratively as part of a dynamic community engaged in learning and designing quality work for students. The curriculum will require annual mastery of the core academics and will provide elective subjects to enhance student development. A partnership will exist with parents and the community, that fosters citizenship, self-reliance, and character development.

2. School Environment

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

Building relationships between teachers and students begins at the classroom level with the teachers showing a commitment to student learning and by setting an environment which is comfortable for all cultural backgrounds. Students are given opportunities to share their cultures through many of the courses that are offered at the school. As an International Baccalaureate World school, we strive to develop intercultural understanding and respect through student participation in various initiatives which aim at promoting international mindedness.

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

The school creates a safe environment for students through an equitable implementation of school-wide policies and procedures. Assigned qualified personnel monitor student behavior in classes and general areas before, during, and after school to ensure a safe and positive atmosphere throughout the school day. Students are encouraged to seek out assistance from any member of the staff, if they feel unsafe. The school staff are trained on how to recognize students in trouble and on how to respond appropriately to the situation.

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.

Our school-wide behavioral system is rooted in positive behavior support for students and staff which enhances an organized, responsible, respectful and safe learning environment through emphasis on the principles of prompt, prepared, productive, and polite. First year teachers are trained in CHAMPS, a classroom management protocol that sets the expectation for students within the classroom. A school-wide Discipline Flow Chart is included in the Response to Intervention:Behavior plan and was

provided to teachers during pre-planning professional development. On-going professional development surrounding behavior and classroom management will be provided as needed.

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.

Guidance is offered in all grades through the guidance and dean's departments. Students are identified who need additional interventions and are given opportunities to receive additional counseling and mentoring. Students are encouraged to seek out assistance if needed and the guidance and deans respond quickly and effectively to any needs brought to their attention.

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.

Currently the school uses Skyward Student Management System 'Watch List' which allows school based administrators to review the following pieces of data, in order to provide necessary interventions:

- Attendance below 90%
- One or more suspensions
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	26	27	22	23	33	40	53	224
One or more suspensions	0	0	0	0	0	0	2	5	2	9	12	2	0	32
Course failure in ELA or Math	0	0	0	0	0	0	36	28	18	8	13	10	5	118
Level 1 on statewide assessment	0	0	0	0	0	0	46	48	46	26	47	60	0	273

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	28	29	14	9	26	20	2	128

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

The school has a Multi-Tiered System of Supports in place which includes universal screening in the form of Unit Assessments for each state-tested content area. This data is intended to identify the students who are proficient in a target skill, while assessing mastery of the standards per unit. Based on this data, teachers are responsible for remediation of skills and standards as well as assisting with

the progress monitoring the students who are in need of Tier 2 interventions in Reading/ELA and Math.

Additionally, the school will utilize the Skyward Student Management system 'Watch List' for students meeting identified risk indicators to determine necessary early intervention. This system also allows for the tracking and monitoring of interventions. Once students are identified the school will use the 4 step problem solving process to determine root cause and response to intervention.

Faculty and staff members will be solicited to serve as a mentor for At-Risk 12th and 11th graders. Faculty and staff will also be provided with a monthly update on students meeting Early Warning indicators and other At-Risk factors through Faculty, Department, and Grade Level meetings.

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

The school works at building positive relationships with families through the many opportunities for parental involvement, including academic, athletic, social, and performances. Parents are contacted regarding specific student conduct, student achievements, as well as ongoing communication about student progress. Parents are also encouraged to participate in parent groups which are actively involved in the school.

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 school uses various forms of communication to inform the community and families including the use of the school marquee, newsletters, school website, and SAC. The school also maintains a reciprocal relationship with the surrounding community as a location for various community events. Parents are encouraged to use the resources available and to ask for assistance if additional support is needed from the school.

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
Sanabria, Henry	Principal
Stone, Candace	Assistant Principal
Sloan, James	Assistant Principal
Octavi, Lynda	Assistant Principal

b. Duties

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

As an administrative team, the role of instructional leaders is at the forefront of every decision, thereby serving to positively affect student achievement. The leaders can be observed in classrooms, identifying the instructional practices of the teachers, as well as providing feedback to them for the purpose of increasing student achievement. The school leaders together practice shared decision making, as well as receiving feedback from staff on the needs of the school.

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

The school leadership team reviews the data from the state standardized testing to determine the needs of the students. This includes the need for intervention classes, as well as the need for additional personnel. If curricular needs are identified, the school proceeds through the district's Curriculum Review Board, which ensures that the identified curriculum is supportive of the needs of the school and students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kristen Chism	Parent
Audrey Beany	Parent
Christine Cardinali	Education Support Employee
Shelly Colley	Parent
Rolande Darville	Parent
Georgia Martinez	Parent
Nosley Plasencia	Teacher
Frankie Sayles	Business/Community
Kim Carpenter	Parent
Angela Rutigliano	Teacher
Marsha Daniels	Parent
Valerie Slack	Parent
Jillian Hartman	Teacher
Sequita Knight	Teacher
Melissa White	Teacher

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 is involved in the evaluation of the SIP throughout the school year. SAC members are given the opportunity to review school-wide data and to ask questions with regard to the goals, barriers, and strategies which the school has prioritized.

b. Development of this school improvement plan

SAC members review the school-wide data and review the strategic goals which are identified based on the needs of the school. SAC members are encouraged to ask questions and provide input based on their awareness of the school. SAC members will continuously evaluate student achievement data and the identified strategies throughout the year.

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

The SAC is informed and updated on any large budgeted items, including large budgeted items which will have a direct result on school improvement or professional development.

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

No funds were allocated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Sanabria, Henry	Principal
Stone, Candace	Assistant Principal
Sloan, James	Assistant Principal
Octavi, Lynda	Assistant Principal

b. Duties

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

The LLT clearly communicates the school-wide data with all stakeholders and continues to support teachers on instructional best practices with support literacy. Teachers are made aware of research-based strategies and are monitored on their practices. Both English/Language Arts and Reading teachers are involved in the process of collaborative planning according to the district's Instructional Sequence calendars. Additionally, students will take district-wide Unit Assessments in English/Language Arts classes in grades 6-10. Teachers will dis-aggregate and analyze this data for the purpose of identification of the literacy needs of students. Additional literacy support will occur within Reading classrooms in grades 6-8. Students requiring additional support will receive instruction through Intensive Reading courses, grades 6-11. Literacy-based strategies will be supported through core content areas as well.

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.

Teachers are given time twice a month to collaboratively plan and review Unit Assessment data. During their bi-weekly Learning Community, teachers are observed in providing feedback student achievement and planning together for targeting the needs of their students. Teachers also meet an additional two times a month for departmental/grade level meetings to further collaborate, analyze data, and problem solve for shared students. New for this year is the collaborative learning and planning initiative which gives teachers an additional planning period during the school day to meet with their partner teacher. This time is used to allow teacher to plan out instruction, identify strategies to implement, reflect on outcomes of strategies, and to share in collegial conversations.

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

The school leaders are committed to retaining highly qualified, certified-in-field teachers. This is evident in the supportive environment of providing feedback to teachers. Teachers are given opportunities for feedback based on observed instructional practices and are provided professional development based on the needs of the teachers, as well as on the developed strategic goals of the school.

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

The school will provide site-based mentoring and professional development for new teachers through the use of the New Educator Support Team (NEST) program. In addition, new teachers will be afforded continued support and professional development at the district-level through the Supportive High-Quality Induction for New Educators (SHINE) program on a quarterly basis. The planned activities for the participants in these programs are rooted in quality teaching and learning and best practice. Each new teacher and second-year teacher has been paired with a veteran teacher in similar content-areas and like grade-levels. The mentors and mentees in this program are expected to complete several activities throughout the course of the school year, including but not limited to reciprocal observations with feedback, review of technology and resources, review of pupil progression plans, and testing procedures.

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.

Lincoln Park Academy follows scope and sequences, pacing guides, and Instructional Sequence calendars prepared by St. Lucie Public Schools Office of Teaching and Learning for all core instruction. The scope and sequences are aligned to the Florida Standards. Additionally the school follows the instructional programs and materials outlined in the reading and math decision trees, as well as the adopted curriculum. Finally, the school must submit a request for any changes in instructional programs/materials and go through the district's Curriculum Review Board.

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 uses state, district, and classroom assessments to identify the needs of students. Based on this data, teachers and school leaders collaboratively plan with the intention of differentiating instruction to meet the needs for all students. Specifically, teachers are asked to plan for those students who need additional interventions based on standardized tests.

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

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

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

N/A

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.

Students entering the 6th and 9th grade are oriented with the expectations of our MYP (Middle Years Programme) and DP (Diploma Programme), as well as with the academic and behavioral expectations of the school. Students are oriented at the beginning of school and are monitored through the Skyward Management System with any academic or behavioral concerns. Students needing interventions are monitored throughout the school year. Graduating students are supported by the Guidance Counselors in preparing for future endeavors, including making sure that their necessary requirements for graduation are completed.

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.

Student participate in career choices and career paths when colleges visit our school; we encourage students to attend our district career fairs and colleges career fairs; career interest inventories are given to students to explore the careers they are best suited; students are also given the opportunity to intern at local businesses and institution to explore careers.

Any student passing a high school level exam will count toward their online course requirement for high school graduation.

Beginning in 8th grade students are introduced to Naviance, a program designed at career and college choice path awareness for students. Through 8th grade U.S. History, students are provided time to complete the necessary information within Naviance. This continues to support students through graduation from Lincoln Park Academy.

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

The career and technical education programs available includes Digital Media/Multimedia, which lead to certifications in Adobe In Design, Adobe Dreamweaver, Adobe Premier Pro, Adobe Flash, Adobe After Effects, and Adobe Illustrator. The Engineering Pathways program include an Engineering Core Certification. Finally, the Drafting and Illustrative Design program includes the Inventor Certified User.

Our middle school will offer industry certifications this year. The eighth grade will have the CIW Internet Business Associate, which is a high school level industry level certification exam, while sixth and seventh grade will take the middle school level IC3 SPARK, IC3 GMetrix Living Online and IC3 Gmetrix Computing Fundamentals.

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

The career and technical education courses support the core academics while maintaining a focus of specific standards of the career and technical education programs. Students are given the opportunity to work toward certification for which they show interest and which will allow them to achieve beyond high school.

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.

The strategies evident in classrooms require students to comprehend and evaluate complex and different styles of text across all content areas. Additionally, technology is integrated in lesson planning, so as to prepare students with various technological tools and mediums for their future endeavors.

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.** If we implement a seamless multi-tiered system of supports (MTSS) focused on an integration of academic and social/emotional supports, then we will be able to monitor the academic and social needs of all students leading to an increase in student achievement.

- G2.** If we utilize collaborative work groups to plan differentiated, standards-based instructional experiences and review formative and summative assessments, then we will be able to monitor student performance and make necessary adjustments to instruction.

Strategic Goals Detail

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

G1. If we implement a seamless multi-tiered system of supports (MTSS) focused on an integration of academic and social/emotional supports, then we will be able to monitor the academic and social needs of all students leading to an increase in student achievement. 1a

G096247

Targets Supported 1b

Indicator	Annual Target
Math Gains	65.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistent, common formative assessments as "temperature checks" on growth towards mastery in FSA/EOC courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Office staff trained in MTSS process
- Performance Matters available for individual student data
- Core PST for review of school-wide data
- Skyward tracking of "at-risk students" and interventions
- Use of OneDrive to share student data updates
- Implementation of Unit Assessments; Data entry by unit into Performance Matters (Unify) for teachers to review and utilize in future planning

Plan to Monitor Progress Toward G1. 8

Progress monitoring data will be collected for the students identified as At-Risk.

Person Responsible

Schedule

Every 3 Weeks, from 9/13/2017 to 5/23/2018

Evidence of Completion

The meeting notes for the individual and group PST meetings will be collected. Student progress towards goals will be reviewed.

G2. If we utilize collaborative work groups to plan differentiated, standards-based instructional experiences and review formative and summative assessments, then we will be able to monitor student performance and make necessary adjustments to instruction. 1a

G096248

Targets Supported 1b

Indicator	Annual Target
Math Gains	65.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Time available to collaboratively work towards complete understanding of the intent of the standards in FSA/EOC courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Bi-weekly Learning Community built into schedule; Use of Department and Grade-Level meetings to collaboratively plan for the standards
- Collaborative Planning Trained Facilitators by department
- Awareness of differentiated instruction
- District Curriculum staff to assist with "unpacking" the standards, when necessary
- Use of CLP time built into teachers schedule

Plan to Monitor Progress Toward G2. 8

Data from teacher observations, lesson plans, and unit assessments will be used.

Person Responsible

James Sloan

Schedule

Monthly, from 9/7/2017 to 5/31/2018

Evidence of Completion

Data from teacher observations, lesson plans, and unit 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. If we implement a seamless multi-tiered system of supports (MTSS) focused on an integration of academic and social/emotional supports, then we will be able to monitor the academic and social needs of all students leading to an increase in student achievement. **1**

 G096247

G1.B5 Lack of consistent, common formative assessments as "temperature checks" on growth towards mastery in FSA/EOC courses. **2**

 B258981

G1.B5.S2 Data entry by unit into Performance Matters (Unify) for teachers to review and utilize in future planning **4**

 S274236

Strategy Rationale

Will assist with better planning for focus on areas for skill remediation and conceptual re-teaching

Action Step 1 **5**

Teachers will be responsible for data entry by unit into Performance Matters (Unify) for teachers to review and utilize in future planning

Person Responsible

Schedule

Every 3 Weeks, from 9/13/2017 to 5/23/2018

Evidence of Completion

Teachers and Admin will review Unit Assessment data in Unify on a weekly basis, based upon the Unit Assessment calendar. Teachers will use data in collaborative planning on a bi-weekly basis.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Admin will review Unify on a unit-by-unit basis. Additional monitoring will take place during bi-weekly collaborative planning sessions through discussions and planning for use of the Unit Assessment data.

Person Responsible

Schedule

Every 3 Weeks, from 9/13/2017 to 5/23/2018

Evidence of Completion

Lesson plans, Teacher data analysis

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

The Admin team will review the data to ensure that students are making progress towards standards mastery in FSA/EOC tested courses.

Person Responsible

Henry Sanabria

Schedule

Every 3 Weeks, from 9/13/2017 to 5/23/2018

Evidence of Completion

Item Analysis Reports from Performance Matters, Unify

G2. If we utilize collaborative work groups to plan differentiated, standards-based instructional experiences and review formative and summative assessments, then we will be able to monitor student performance and make necessary adjustments to instruction. 1

G096248

G2.B3 Time available to collaboratively work towards complete understanding of the intent of the standards in FSA/EOC courses. 2

B258985

G2.B3.S3 CLP time built into the school day 4

S274244

Strategy Rationale

By providing teachers with more opportunity to collaborate we should expect to see an increase in student achievement.

Action Step 1 5

Teachers will meet to collaborate and plan out lesson and instructional strategies.

Person Responsible

Henry Sanabria

Schedule

Biweekly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Teachers will turn in CLP sheets indicating what they worked on during their planning time.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Teachers will turn in their CLP sheets to their respective admin.

Person Responsible

Henry Sanabria

Schedule

Biweekly, from 9/7/2017 to 5/31/2018

Evidence of Completion

Sign in sheets as well as observations to look for commonalities between teachers.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Teachers will complete CLP sign in sheets to be given to their respective administrator

Person Responsible

Henry Sanabria

Schedule

Biweekly, from 9/7/2017 to 5/31/2018

Evidence of Completion

The evidence will include the collection of sign in sheets as well as observations of classes to look for common lessons and plans.

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 M395513	Progress monitoring data will be collected for the students identified as At-Risk.		9/13/2017	The meeting notes for the individual and group PST meetings will be collected. Student progress towards goals will be reviewed.	5/23/2018 every-3-weeks
G1.B5.S2.MA1 M395511	The Admin team will review the data to ensure that students are making progress towards standards...	Sanabria, Henry	9/13/2017	Item Analysis Reports from Performance Matters, Unify	5/23/2018 every-3-weeks
G1.B5.S2.MA1 M395512	Admin will review Unify on a unit-by-unit basis. Additional monitoring will take place during...		9/13/2017	Lesson plans, Teacher data analysis	5/23/2018 every-3-weeks
G1.B5.S2.A1 A368095	Teachers will be responsible for data entry by unit into Performance Matters (Unify) for teachers...		9/13/2017	Teachers and Admin will review Unit Assessment data in Unify on a weekly basis, based upon the Unit Assessment calendar. Teachers will use data in collaborative planning on a bi-weekly basis.	5/23/2018 every-3-weeks
G2.MA1 M395535	Data from teacher observations, lesson plans, and unit assessments will be used.	Sloan, James	9/7/2017	Data from teacher observations, lesson plans, and unit assessments.	5/31/2018 monthly
G2.B3.S3.MA1 M395529	Teachers will complete CLP sign in sheets to be given to their respective administrator	Sanabria, Henry	9/7/2017	The evidence will include the collection of sign in sheets as well as observations of classes to look for common lessons and plans.	5/31/2018 biweekly
G2.B3.S3.MA1 M395530	Teachers will turn in their CLP sheets to their respective admin.	Sanabria, Henry	9/7/2017	Sign in sheets as well as observations to look for commonalities between teachers.	5/31/2018 biweekly
G2.B3.S3.A1 A368103	Teachers will meet to collaborate and plan out lesson and instructional strategies.	Sanabria, Henry	8/17/2017	Teachers will turn in CLP sheets indicating what they worked on during their planning time.	5/31/2018 biweekly

V. Professional Development Opportunities

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

G2. If we utilize collaborative work groups to plan differentiated, standards-based instructional experiences and review formative and summative assessments, then we will be able to monitor student performance and make necessary adjustments to instruction.

G2.B3 Time available to collaboratively work towards complete understanding of the intent of the standards in FSA/EOC courses.

G2.B3.S3 CLP time built into the school day

PD Opportunity 1

Teachers will meet to collaborate and plan out lesson and instructional strategies.

Facilitator

District

Participants

All teachers

Schedule

Biweekly, from 8/17/2017 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.B5.S2.A1	Teachers will be responsible for data entry by unit into Performance Matters (Unify) for teachers to review and utilize in future planning	\$0.00
2	G2.B3.S3.A1	Teachers will meet to collaborate and plan out lesson and instructional strategies.	\$0.00
Total:			\$0.00