2013-2014 SCHOOL IMPROVEMENT PLAN

The Alva School

17500 CHURCH AVE
Alva, FL 33920
239-728-2494
http://ave.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	65%

Alternative/ESE Center	Charter School	Minority Rate
No	No	26%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
The Alva School

Principal
Lynn Edward

School Advisory Council chair
Darlene Lawhon

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Holly Anderson	Assistant Principal
Stacia Winfree	Assistant Principal
Shari Abrams	Coach
Kristin Sites	Coach
Erica Smith	Coach

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Chair Person - (Parent) Lawhon, Darlene
DAC Rep - (Teacher) Stoffer, Melody
DAC Alt. - (Teacher) Abrams, Shari
Administrator - (Principal) Edward, Lynn
(Parent) Owens, Sherma
(Community) Smith, Emma
(Support Staff) Taylor, Maria
(Support Staff) Gonzalez, Yeni
(Community)Daniels, Ruby
(Parent) Lawhon, Brian
(Business) Pegler, Tina

Involvement of the SAC in the development of the SIP

On September 16, 2013 the SAC met to review the current state of The Alva School, and reviewed the district suggested goal. The SAC discussed the identified resources and barriers, and then gave input on the 8 step problem solving method. Last year's data and goals were reviewed and then the SAC voted to approve the school improvement plan. On October 22, 2013 the Lee County School Board approved the School Improvement Plan.

Activities of the SAC for the upcoming school year

The Alva School's SAC plans to focus on supporting all stake holders' understanding of the Common Core Standards, and the instructional and curricular shifts that those standards require. This support will be given by inviting stake holders to SAC meetings that are held and advertised with a highlight on those specific topics.

Projected use of school improvement funds, including the amount allocated to each project

NA

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Lynn Edward		
Principal	Years as Administrator: 13	Years at Current School: 3

Credentials	Master's Degree in Educational Leadership Bachelor's Degree in Elementary Education Associate of Science in Nuclear Medicine Technology
Performance Record	Satisfactory

Holly Anderson		
Asst Principal	Years as Administrator: 1	Years at Current School: 8

Credentials	M.S. Ed. Leadership K-12 B.S. Elementary Education & Learning Disabilities Professional Educator's Cerfiticate = Educational Leadership (All Levels)Elementary Education (Grades K-6) English for Speakers of Other Languages (ESOL) Endorsement
Performance Record	Satisfactory

Stacia Winfree		
Asst Principal	Years as Administrator: 1	Years at Current School: 2

Credentials	M.S. Ed. Leadership Business Administration; B.S. Elementary Education (Grades K-6) Business Ed 6-12 English for Speakers of Other Languages (ESOL) Endorsement Ed Leadership ESE K-12 Reading Endorsed ESOL Endorsed Autism Endorsed
Performance Record	Satisfactory

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Erica Smith		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Data	

Credentials	BS- elementary K-6 Masters- reading education K-12 ESOL Endorsed ESE Certified
Performance Record	Satisfactory

Kristin Sites		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5

Areas	Reading/Literacy, Data
Credentials	BS Degree-Special Education/Elementary Ed. ESOL Endorsed Reading Endorsed
Performance Record	Satisfactory

Shari Abrams		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4

Areas	[none selected]
Credentials	Bachelors in Elementary Education ESOL Certified ESE Certified Reading Endorsement
Performance Record	Satisfactory

Classroom Teachers

# of classroom teachers
55

 # receiving effective rating or higher
46, 84%

 # Highly Qualified Teachers
98%

 # certified in-field
53, 96%

 # ESOL endorsed
34, 62%

 # reading endorsed
9, 16%

 # with advanced degrees
16, 29%

 # National Board Certified
2, 4%

 # first-year teachers
4, 7%

 # with 1-5 years of experience

9, 16%

 # with 6-14 years of experience

24, 44%

 # with 15 or more years of experience

18, 33%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The administrative team including Lynn Edward, Stacia Winfree, and Holly Anderson work diligently to recruit highly qualified teachers by participating in all of the district help recruiting fairs. Through team interviews that focus on all of the attributes that an effective teacher masters, teachers are screened carefully before gaining employment at The Alva School. To retain effective teachers, The Alva School employs three coaches to support teacher devlopment.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Alva School recognizes the need to support teachers that are either new to teaching or new to The Alva School. To provide support to teachers that are new to teaching or teaching in the district, the Apples program pairs mentor teachers with new teachers. The mentors must have district mentoring training and display quality teaching methodologies. Teachers are paired with mentors with similar grade levels or subject areas to provide the new teacher with both pedagogical and curriculum support. To support teachers that are new to the Alva Community, teachers who are new to our school meet twice a month to share scshool based information and answer any questions that might be of concern to the new teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our school's data-based problem solving process begins by moving through 5 key steps. First, we focus on defining the problem. Second, we identify/analyze the cause. Third, we develop a plan. During this step we will determine the specific intervention we will incorporate with a student. We will also determine which staff member will have the proper time to implement it with fidelity. We will also determine if this staff member needs further training to implement the plan in accordance with its expectations. Fourth, we implement the plan. Fifth, we evaluate the plan.

This process is constantly moving and being evaluated. The ultimate goal is to provide students with interventions that help them maximize their growth gains. Our teachers have numerous supportive outlets for encouragement, ideas, planning, brainstorming, and collaborating. These teams include but are not limited to the following: grade level, department level, content area, reading coaches, administration, and district level department leaders.

As a teacher begins to identify students in need each teacher and team begin to move through the data-based problem solving process. They will use Target Assessments, Anecdotal Observations, Formative Assessment, etc. to enumerate a concerning trend for a student. Once the problem has been identified the cause is analyzed by looking at the root of what is causing the concern. Next, the team will collectively determine what intervention will be utilized first to improve the root concern. A specific schedule of who, what, when, materials, and evaluation data sources will be determined. After the plan has been carried out with fidelity and density it is reviewed for its effectiveness for this student. The plan will be tweaked based upon results or a new intervention may be implemented if it is determined that the true root cause was different then previously thought.

This type of process requires that the all stakeholders are constantly reflecting on what they are doing, if they are doing it as it was intended, and if it is effective. These discussions are taking place daily, weekly, and monthly. The teachers, teams, coaches, and administration are united together to provide students with the specific support needed.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Our teachers are the front line of our MTSS process. They are typically the ones who will first identify a data based trend that is concerning for certain student. Next, our grade level teams and reading coaches provide collaborative efforts in determining the cause of a students specific problem as well as assist in developing the plan to implement the intervention. The administrative team will ensure that the staff are trained in delivering the specific intervention that will be put in place. Our MTSS school-based contact will guide in creating the visual graph that will provide specific trend information following the incorporation of the intervention to truly see its effectiveness. The administrative team assists the MTSS school-based contact along with the teacher, team, and coach in evaluating the plan.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Our school utilizes weekly PLC meetings where grade level and department level groups meet together focused on common goals, reviewing common data, analyzing trends, discussing problems, analyzing root concerns, and collaborating on a plan to move forward.

Our administrative team is actively involved in disaggregating the data collected through Classroom Walk-Through's, Targeted skills tests, observational data, and formative assessments from the student level, grade level, teacher level, and school level to analyze trends to tailor student support for maximum individual growth gains.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources used access and analyze data to monitor the effectiveness of our support include: Performance Matters (comparative reviews of students, grade levels, classes, & year over year), Pinnacle Attendance, Early sign-out trends, District Support Applications to monitor discipline referrals, Classroom Walk-through data in People Soft, and anecdotal skill group reports.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Our plan for supporting the understanding of MTSS & building our capacity in data-based problem solving involves the following:
~Future school-wide PLC trainings on the district's vision for MTSS.
~Future afterschool parent & stakeholder meetings to define and explore MTSS.
~The creation of a process document for understanding what to do to problem-solve the best way to achieve the maximum potential for each individual student through addressing the specific academic and/or behavioral needs of the student.
~Holding constant Common Core Support Team meetings where collaborative discussions are held to define the problem, analyze the cause, create a specific plan, review the implementation of the plan, and evaluate the plans effectiveness.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Heather McGuire	Erica Smith
Shari Abrams	Kristin Sites
Melody Stoffer	

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss current literacy issues that pertain to elementary or middle level students and teachers, such as planning, resources, or assessment. The academic coaches, Erica Smith, Kristin Sites, and Shari Abrams work with grade level or subject area teachers to identify needs and request resources. Our Media Specialist will work with all levels to provide materials that will support the Common Core Standards in every grade level. Melody Stoffer will facilitate the monthly literacy meetings, documenting what has been discussed and organizing whatever actions have been planned.

Major initiatives of the LLT

The major initiatives of the LLT will be to support student and teacher learning of the common core standards while utilizing new district adopted reading materials.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Alva School ensures that every teacher contributes to the reading success of every student by creating an expectation that quality reading strategies are employed in every subject area. With the districts implementation of a Literacy Block, literacy skills are taught through the Science and Social

Studies curriculum at the Elementary level. Mrs. Sites is modeling quality reading strategies in every subject area to support content area teacher development in the area of literacy instruction at the middle level. During shared planning time and all staff PLC, the academic coaches introduce, train, and model quality reading instructional strategies. In addition, throughout the year, the administrative team requires every teacher to develop and plan Close Read lessons.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Alva School routinely invites our student's parents and the community to parent resource nights to allow parents to support their child's school readiness.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	57%	No	69%
American Indian				
Asian				
Black/African American	42%	23%	No	48%
Hispanic	57%	58%	Yes	61%
White	69%	59%	No	72%
English language learners	23%		No	31%
Students with disabilities	29%	19%	No	36%
Economically disadvantaged	58%	49%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	202	29%	32%
Students scoring at or above Achievement Level 4	153	22%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	361	51%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	101	58%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		15%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	116	53%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	51%	No	63%
American Indian				
Asian				
Black/African American	35%	7%	No	42%
Hispanic	58%	51%	No	62%
White	61%	54%	No	65%
English language learners	23%		No	31%
Students with disabilities	27%	18%	No	34%
Economically disadvantaged	52%	43%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	238	31%	34%
Students scoring at or above Achievement Level 4	110	14%	17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	341	48%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	101	61%	64%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	66%	69%
Students scoring at or above Achievement Level 4	11	18%	21%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	43%	46%
Students scoring at or above Achievement Level 4	12	18%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	23%	26%
Students scoring at or above Achievement Level 4	19	12%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	38	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	11	3%	2%
Students who are not proficient in reading by third grade	12	18%	15%
Students who receive two or more behavior referrals	19	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	3%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	99	18%	15%
Students who fail a mathematics course	6	1%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	7	1%	0%
Students who receive two or more behavior referrals	118	22%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	92	17%	14%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

For the 2013-2014 school year, The Alva School will invite parents to participate in school based activities that allow them to deepen their understanding of students goals, curriculum and procedures (PBIS, SAC, PTO, Subject Area Parent Nights, etc.)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Student Growth Support	486	52%	55%

Goals Summary

G1.   Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Elementary School
- Science - Middle School
- Parental Involvement

Resources Available to Support the Goal

- Teachers
- Parents
- Reading Curriculum
- 3 Academic Coaches
- PLC Implementation
- Elementary Common Language
- Blocked Reading / LA Classes
- Instructional Technology - Compass, TeenBiz, AR, etc.
- Community

Targeted Barriers to Achieving the Goal

- Common Vision: planning, instruction, assessment
- Deficiency in Reading Instructional Strategies

Plan to Monitor Progress Toward the Goal

Weekly Grade Level PLC Monthly Grade Level and Administrative PLC

Person or Persons Responsible

School Based Leadership Team School Administration Team Classroom Teachers

Target Dates or Schedule:

School Leadership Team/ Classroom Teachers- Weekly School Administrative Team / Leadership Team / Classroom Teachers - Monthly

Evidence of Completion:

Students make learning gains in all subject areas as evidanced by subject area common assessments.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Common Vision: planning, instruction, assessment

G1.B1.S1 Plan and monitor weekly and monthly grade level or subject area PLC.

Action Step 1

Grade Level and Subject Area Shared Planning and Assessment

Person or Persons Responsible

Grade Level or Subject Area Teachers K-2 Coach - Erica Smith 3-5 Coach - Shari Abrams 6-8 Coach - Kristin Sites

Target Dates or Schedule

Twice Weekly

Evidence of Completion

Grade Level Notes

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

Academic Coach will attend the grade level PLC in the Elementary levels. Academic Coach and the Administrative team will attend the PLC in the Middle levels.

Person or Persons Responsible

Administrative Team and Academic Coach

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Agendas and Administrative Team Observations

Plan to Monitor Effectiveness of G1.B1.S1

Academic Coach will attend the grade level PLC in the Elementary levels and survey student data on common assessments. Academic Coach and the Administrative team will attend the PLC in the Middle levels and survey student data on common assessments.

Person or Persons Responsible

Administrative Team and Academic Coach

Target Dates or Schedule

Weekly

Evidence of Completion

District and School Based Common Assessments

G1.B1.S2 Work through the Accreditation process for our new K-8 school.

Action Step 1

Elementary and Middle Level teachers will meet to discuss current state of school as that applies to thier specified Advance Ed standard.

Person or Persons Responsible

Coordinator - Holly Anderson Room Facilitator: Sharon Wall, Robyn Hammes, Melody Stoffer, Tracy Rainey, and Lisa Leitten Elementary and Middle Level Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Upon completion of the Accreditation process, The Alva School will have a clear vision and mission for the school evidence by a written statement of the current state of our school in regards to the Advance Ed Standards.

Facilitator:

Holly Anderson

Participants:

Coordinator - Holly Anderson Room Facilitator: Sharon Wall, Robyn Hammes, Melody Stoffer, Tracy Rainey, and Lisa Leitten Elementary and Middle Level Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Each Standard Group will present out their current work.

Person or Persons Responsible

Room Facilitator: Sharon Wall, Robyn Hammes, Melody Stoffer, Tracy Rainey, and Lisa Leitten
Coordinator- Holly Anderson

Target Dates or Schedule

Once a month, during a whole faculty Accreditation PLC

Evidence of Completion

Monthly presentations will prove completion of each Standards goals.

Plan to Monitor Effectiveness of G1.B1.S2

Review final Self Assessment of the Advance Ed Standards

Person or Persons Responsible

Holly Anderson - Coordinator School Leadership

Target Dates or Schedule

February 2014

Evidence of Completion

Based on the agreement upon and completion of the Advance Ed Self Assessment, The Alva School
will be able to prove its understanding of where we currently are and where we need to be going.

G1.B1.S3 Model and support purposeful planning between subject areas and grade levels, guided by
academic coaches.

Action Step 1

The School Based Leadership Team will coordinate with Grade Level or Subject Area Team Leaders
to facilitate purposeful planning across subject areas and grade levels.

Person or Persons Responsible

Grade Level / Subject Area Teachers School Based Leadership Team

Target Dates or Schedule

Weekly Elementary Level on Thursday Middle Level on Friday

Evidence of Completion

PLC Meeting Minutes will reflect common plans and assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

The School Based Leadership Team will model, observe, and when necessary, facilitate common planning though the identification of common goals, procedures, and materials

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

The School Based Leadership Team's weekly notes will indentify the discussed goals, procedures, and materials.

Plan to Monitor Effectiveness of G1.B1.S3

A part of each weeks PLC will be dedicated to deciphering common assessment data that reflects the effectivness of the common planning.

Person or Persons Responsible

School Based Leadership Team Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will evaluate the effectiveness of their planning and data based decisions will be made and implemented into weekly lesson plans to be re-evaluated the following week.

G1.B2 Deficiency in Reading Instructional Strategies

G1.B2.S1 Offer Professional Developement in quality reading strategies and district purchased computer based reading curriculum. (Ex: Close reading, Teen Biz, etc.)

Action Step 1

Design professional development oppurtunities for teachers grade K-8 to develop thier understanding of district reading curriculum and instructional techniques.

Person or Persons Responsible

Reading Coaches School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher evaluations of Professional Development

Facilitator:

Grade Level Facilitators: K-2: Erica Smith 3-5: Shari Abrams 6-8: Kristin Sites

Participants:

Reading Coaches School Based Leadership Team

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Weekly, discuss utilization of trained upon instructional technologies and strategies (Teen Biz, AR, Close Readng, Compass, etc.) at weekly PLC . The Leadership Team will schedule time in their assigned grade level to support trained upon technologies and strategies. The Administrative Team will conduct monthly walk-throughs to observe strategies and utilization of technologies.

Person or Persons Responsible

Reading Coaches and School Based Leadership Team K-2: Erica Smith 3-5: Shari Abrams 6-8 Kristin Sites Adminstrative Team

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Teachers will demonstrate mastery of instructional technologies or strategies during classroom walk-throughs.

Plan to Monitor Effectiveness of G1.B2.S1

The Administrative Team will review teacher lesson plans weekly. The Team will also review scheduled Compass, AR, and Teen Biz administrative reports on a weekly or monthly basis

Person or Persons Responsible

Adminstrative Team

Target Dates or Schedule

Weekly / Monthly

Evidence of Completion

Teacher lesson plans and technology utilization reports will reflect the consistant application of trained instructional techniques and computer based programs.

G1.B2.S2 Implement a procedure for utilizing School Based Model Classrooms for the Primary, Intermediate, and Middle Grades.

Action Step 1

After self-evaluation, Teachers will volunteer to model or observe specific skills or techniques.

Person or Persons Responsible

Coordinator - Abrams, Smith, and Sites Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

The coordinator will supervise and record attendance at all model classroom events.

Facilitator:

Coordinators: Erica Smith, Kristin Sites, and Shari Abrams On-Site PD: Classroom Teachers

Participants:

Coordinator - Abrams, Smith, and Sites Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

The Coordinators will monitor to ensure that all teachers (K-8) will participate in observing at least one model lesson.

Person or Persons Responsible

Coordinator - Abrams, Smith, and Sites

Target Dates or Schedule

Quarterly

Evidence of Completion

The Coordiantors will ensure this happens through a quarterly attendance sheet.

Plan to Monitor Effectiveness of G1.B2.S2

The Adminstrative Team will conduct classroom walks throughs to observe shared teaching techniques.

Person or Persons Responsible

Coordinator - Abrams, Smith, and Sites Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers will exhibit and ability to apply the quality modeled teaching techniques in thier own classrooms.

G1.B2.S3 Ensure a guaranteed and viable curriculum at each grade level that clearly defines quality reading instructional strategies and offers embedded PD

Action Step 1

All grade levels will receive materials necessary to implement their reading program.

Person or Persons Responsible

District Curriculum Specialists School Based Reading Trainers / Coaches School Media Specialist School Adminstrative Team

Target Dates or Schedule

Preschool week and continuing until all materials have been recieved by all grade levels.

Evidence of Completion

100% of teachers will recieve 100% of thier district adopted reading materials.

Facilitator:

District Trainers School Based Trainers

Participants:

District Curriculum Specialists School Based Reading Trainers / Coaches School Media Specialist School Adminstrative Team

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Grade level support and PD to ensure the viablity of the new reading programs at each grade level.

Person or Persons Responsible

School Based Reading Trainers / Coaches School Media Specialist

Target Dates or Schedule

1) District Preschool In-Service 2) First Weeks of School until all materials are dispersed. 3) As needed through out the school year through PLCs.

Evidence of Completion

Weekly School Based Leadership Team's PLC notes will reflect discussion of curriculum on a weekly basis.

Plan to Monitor Effectiveness of G1.B2.S3

The teachers will complete a Self-Evaluation Survey regarding thier ability to apply the new reading curriculum. From those results, PD will be implemented through modeled lessons and guided planning to address the needs identified.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

End of Second Quarter End of Fourth Quarter

Evidence of Completion

Teacher Self-Evaluation Survey

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

At The Alva School, Supplemental Academic Instruction (SAI) funds were utilized to partially pay for three academic coaches. These academic coaches are working with grade specific teams of teachers and students to support student learning, teacher coaching and planning, and student data analysis and decision making. Erica Smith works with K-2nd grade teachers and students. Shari Abrams works with 3rd-5th grade teachers and students. Kristin Sites works with 6th-8th grade teachers and students. In addition, two paraprofessionals, Angel Allen and Jackie Gibbons are partially paid from this fund. As needed, the remainder of these funds will be utilized to provide additional instruction in skills through afterschool tutoring sessions.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Common Vision: planning, instruction, assessment

G1.B1.S2 Work through the Accreditation process for our new K-8 school.

PD Opportunity 1

Elementary and Middle Level teachers will meet to discuss current state of school as that applies to thier specified Advance Ed standard.

Facilitator

Holly Anderson

Participants

Coordinator - Holly Anderson Room Facilitator: Sharon Wall, Robyn Hammes, Melody Stoffer, Tracy Rainey, and Lisa Leitten Elementary and Middle Level Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Upon completion of the Accreditation process, The Alva School will have a clear vision and mission for the school evidence by a written statement of the current state of our school in regards to the Advance Ed Standards.

G1.B2 Deficiency in Reading Instructional Strategies

G1.B2.S1 Offer Professional Developement in quality reading strategies and district purchased computer based reading curriculum. (Ex: Close reading, Teen Biz, etc.)

PD Opportunity 1

Design professional development oppurtunities for teachers grade K-8 to develop thier understanding of district reading curriculum and instructional techniques.

Facilitator

Grade Level Facilitators: K-2: Erica Smith 3-5: Shari Abrams 6-8: Kristin Sites

Participants

Reading Coaches School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher evaluations of Professional Development

G1.B2.S2 Implement a procedure for utilizing School Based Model Classrooms for the Primary, Intermediate, and Middle Grades.

PD Opportunity 1

After self-evaluation, Teachers will volunteer to model or observe specific skills or techniques.

Facilitator

Coordinators: Erica Smith, Kristin Sites, and Shari Abrams On-Site PD: Classroom Teachers

Participants

Coordinator - Abrams, Smith, and Sites Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

The coordinator will supervise and record attendance at all model classroom events.

G1.B2.S3 Ensure a guaranteed and viable curriculum at each grade level that clearly defines quality reading instructional strategies and offers embedded PD

PD Opportunity 1

All grade levels will receive materials necessary to implement their reading program.

Facilitator

District Trainers School Based Trainers

Participants

District Curriculum Specialists School Based Reading Trainers / Coaches School Media Specialist School Adminstrative Team

Target Dates or Schedule

Preschool week and continuing until all materials have been recieved by all grade levels.

Evidence of Completion

100% of teachers will recieve 100% of thier district adopted reading materials.

Appendix 2: Budget to Support School Improvement Goals