Alachua Learning Academy Middle

2018-19 Schoolwide Improvement Plan

Alachua Learning Academy Middle

11100 W STATE ROAD 235, Alachua, FL 32615

www.alachualearningcenter.com

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	44%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
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 was approved by the Alachua County School Board on 10/16/2018.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Alachua Learning Academy Middle

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We are committed to the success of every student.
ALA is a H.E.A.R.T.-based family that fosters our students' eagerness for lifelong learning, and their development of moral character and practical life skills, while preparing them to contribute as valuable members of the community.

b. Provide the school's vision statement.

We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.
Educating students to become exemplary citizens of the world with H.E.A.R.T.

2. School Environment

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

All students are regularly asked to share in spoken feedback, groups and in writing various aspects of their life experience and personal interests. Teachers track behavior, enthusiasm, productivity and academic achievement and conference with parents to gain a more comprehensive cultural background and understanding. Teachers share information during weekly staff meetings. The school Family Liaison works one-on-one with students to evaluate students personal needs and works with teachers to implement behavior strategies and accommodations.

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

The school has a full-time Family Liaison position with dedicated office facilities to oversee and acquaint all parties with matters regarding implementation of all safe-school, wellness, bullying and behavioral policies. Parent and students sign and are held responsible to follow-through on the school compact which is designed and organized with parent involvement approval. All students are educated as to behaviors, codes, and consequences with special consideration to bullying and the reporting of it. Parents are involved in all behavior issues. The school has a student safety patrol system in place. Designated staff are trained in Children Matter: Speak Up and Be Safe protocols and students, grade 6-8, are presented with the program.

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.

All students are made familiar with an all-school three check classroom timeout system. Weekly teachers' meetings go over behavior issues and trends. All students are familiarized with incident reporting and consequences.
Students are positively rewarded for appropriate behavior with various privileges on a daily, weekly and quarterly basis.

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.

Teachers are advised and trained in the Positive Behavioral Interventions and Support program which is a proactive approach to establishing the behavioral supports and social culture to achieve social, emotional, and academic success. The Family Liaison is available to all students for any personal matters. Teachers refer students to the liaison office when appropriate. The school provides parents information about community resources.

3. Early Warning Systems

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

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

The school has in place a behavioral system of " level 1 timeouts" based on an all-school standard of three checks issued by classroom teachers when students fail to follow established classroom rules. Each Level I timeout includes parent contact and community service during recess. Three such timeouts within a quarter result in a parent-student and teacher conference with the school Family Liaison in attendance, a behavioral plan, and a "Friday school".

Students who have attendance below 90 percent, one or more suspensions or course failure in English Language Arts or mathematics automatically require a conference with the principal and Family Liaison to develop a plan of action.

Students who score a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics will automatically have a parent-student conference with the subject teacher and the Middle-School Lead Teacher to access methods to improve academic performance. A Level 1 score on the ELA test enrolls students automatically into an Intensive Reading course.

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	2	3	0	0	0	0	0	5

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	0	1	0	0	0	0	0	1

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

Students who have a course failure in English Language Arts or Mathematics automatically require a conference with the principal and Family Liaison to develop a plan of action.

Students who score a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics will automatically have a parent-student conference with the subject teacher and the Middle-School Lead Teacher to access methods to improve academic performance. A Level 1 score on the ELA test enrolls students automatically into an Intensive Reading course.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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's Board of Directors in conjunction with all teachers will be responsible for conducting parent involvement meetings. The school will schedule the parent involvement meetings on a variety of days and times and provide childcare as needed. Materials will be provided for parents who are unable to attend meetings. Also, parents will be asked to volunteer in the school's PTO. Parents will be encouraged to meet individually with school staff at their convenience, before, during and after school, as well as regularly scheduled parent-teacher conferences.

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 regularly advertises in major local magazines, is promoted in local newspaper stories and articles, invites local leaders to participate in school functions, seeks local vendor donations in kind, maintain outreach booths at local fairs and maintains a website in order to better acquaint the community-at-large as to the school's mission, facilities and successes in order to garner their support.

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
Rivera, Krishna	Principal
Kaseder, Jaya	Administrative Support

b. Duties

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

Principal - leads teams and oversees decisions made by the team to align with the best interest of the school and the child.

Instructional Specialists - Lead Teacher, grade level classroom teachers are responsible for meeting, determining students needs, creating plans for implementation, and following up on plans.

Psychologist, speech/language pathologist, OT, ESE specialist - as needed to provide professional input into plans and execution of services provided

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 middle school team meets quarterly with school leadership (or as needed) to review on-going process monitoring data at grade levels for instructional decisions. The data is used to identify students who are meeting or exceeding benchmarks or are at moderate risks for not meeting benchmarks. The teams identify necessary resources.

For students identified at-risk, plans are developed to provide additional support in the areas of concern. Follow-up meetings are conducted at regular intervals to review implementation and progress and to determine further needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Seth Spellman	Business/Community
Saradiya Syer	Business/Community
Hemant Patel	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

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

b. Development of this school improvement plan

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

Math teacher tutors will enable smaller math groups in order to help struggling students. $3,000.00

STEM activities to provide hands-on science experiences to struggling students. $14,000.00

Reading teacher tutor will enable smaller reading groups in order to help struggling students. $7,000.00

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
Rivera, Krishna	Principal
Kaseder, Jaya	Administrative Support

b. Duties

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

Consistent follow-up on interventions across Tiers 1, 2, 3. Programs used to promote literacy within the school include Accelerated Reader. The school also has Family Literacy Night every October.

The team works with teachers to make sure that best practices are in place, such as student workstations with accountability, as well as progress monitoring with systematic data collection methods.

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.

The school emphasizes teamwork and collaboration from the first hiring interview to the over-all school operational design. Weekly teachers' meeting are arranged to instill and enact teacher interpersonal team work strategies.

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

Focus on teamwork throughout the interview, research, orientation and mentoring processes executed by Mr. KP Rivera.

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

Ms. Gopalanandi Romeo is assigned as a teacher mentor with a focus on teamwork. She completes periodic walkthroughs and works with teachers on areas of growth from their deliberate practice goals.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school is using curriculum aligned with the Florida Standards and is following the pacing guide to ensure that all standards are taught. The Middle School Team meets quarterly to follow up and ensure that teachers are on track.

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.

Teachers meet regularly to analyze data and form groups based on this data. For example during curriculum staff meetings, AIMS and other test results are analyzed to drive instruction for the different groups that are formed. Sometimes grouping changes based on this data and additional instruction in certain areas is added.

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:

Making sure lessons include three key components. These are student engagement, focus on deeper knowledge, and collaboration. Teachers will be asked to form personal goals reflecting the use of these strategies.

Strategy Rationale

By including these three components, students will gain a better grasp of Florida Standards as they are taught.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Rivera, Krishna, rivera@ourala.org

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

During follow up sessions and observations, teachers will demonstrate how they are using these strategies and data will be collected to see if they are reaching the goals they have set for themselves.

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.

Santa Fe High School is invited each spring to provide a special counseling session with the graduating eighth grade class of students. All eighth grade students are provided notice of annual county high school magnet school parent-student open house events.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of the previous school year.

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. Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of the previous school year. 1a

🔍 G100735

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	85.0
FSA ELA Achievement	80.0
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal 3

- The FSA tests may be unfamiliar and include a large amount of reading, writing, and analyzing.

- Computerized testing format is unfamiliar.

- Additional support needed in Math, Science, and Reading to help those in the lowest quartile.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA Portal

- PCG consultant

- CPALMS and teacher toolkits

- Accelerated Reader

- STEAM activities

- Khan Academy

Plan to Monitor Progress Toward G1. 8

Discussions and data chats with individual teachers and teacher tutors.

Person Responsible
Krishna Rivera

Schedule
Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion
Planning books, interviews with teachers. AIMS results.

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. Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of the previous school year. `1`

🔑 G100735

G1.B1 The FSA tests may be unfamiliar and include a large amount of reading, writing, and analyzing. `2`

🔑 B271750

G1.B1.S1 Middle school teachers lead classes and parents through discussions of the FSA tests. This should include introduction to the FSA Portal. `4`

🔑 S287712

Strategy Rationale

The students and parents will benefit if there are no surprises when testing begins.

Action Step 1 `5`

Middle school teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the FSA tests.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Planning books

Action Step 2 `5`

Teachers will talk to parents about the FSA Portal and encourage parents to familiarize themselves with it at home. There are many sample tests the students and parents should explore.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Parent communication notes.

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

Teachers will report progress at staff meetings.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Planning books, Parent communication notes.

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

Discussion at staff meetings.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Staff meeting minutes.

G1.B1.S2 Assignments that follow the format of the FSA tests will be given during the regular class periods. 4

🔑 S287713

Strategy Rationale

Practice is important.

Action Step 1 5

Middle school teachers will have weekly assignments which will include an assessment based on the standards.

Person Responsible

Krishna Rivera

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Planning books and grade books

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

Teachers will report and discuss progress.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Planning books and grade books.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Student Portfolio will be maintained and evaluated.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student portfolio with assessment samples.

G1.B2 Computerized testing format is unfamiliar. 2

🔑 B271751

G1.B2.S1 Practice FSA computerized format using online practice exams. 4

🔑 S287714

Strategy Rationale

Students do not have sufficient experience with taking online assessments.

Action Step 1 5

Teachers will use the FSA Portal to give students adequate practice with the computerized format of the FSA tests.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Action Step 2 5

Students will practice keyboarding skills.

Person Responsible

Krishna Rivera

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Exam results testing speed and accuracy in teacher grade books.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student practice exam results.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher planning books and grade books.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student practice exam results.

Person Responsible

Krishna Rivera

Schedule

On 5/31/2019

Evidence of Completion

Teacher planning books and grade books.

G1.B3 Additional support needed in Math, Science, and Reading to help those in the lowest quartile. 2

🔑 B271752

G1.B3.S1 Retain teacher tutors to support additional instruction for struggling students. 4

🔑 S287715

Strategy Rationale

With additional hands-on activities and small group interactions, struggling students will make greater gains.

Action Step 1 5

Math teacher tutors will enable smaller math groups in order to help struggling students.

Person Responsible

Krishna Rivera

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher tutor plan book.

Action Step 2 5

STEM activities to provide hands-on science experiences to struggling students.

Person Responsible

Krishna Rivera

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher tutor plan book.

Action Step 3 `5`

Reading teacher tutor will enable smaller reading groups in order to help struggling students.

Person Responsible

Krishna Rivera

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher tutor plan book

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monitor student progress and discuss results at staff meetings.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher plan books, grade books, and reports.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Student show gains on AIMS tests and classroom assessments.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS test results and classroom assessments.

V. Professional Development Opportunities

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will be ready for the challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of the previous school year.

G1.B1 The FSA tests may be unfamiliar and include a large amount of reading, writing, and analyzing.

G1.B1.S1 Middle school teachers lead classes and parents through discussions of the FSA tests. This should include introduction to the FSA Portal.

TA Opportunity 1

Middle school teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the FSA tests.

Facilitator

Teachers/ FSA Portal website

Participants

Students

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

VII. Budget

1	G1.B1.S1.A1	Middle school teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the FSA tests.		$0.00
2	G1.B1.S1.A2	Teachers will talk to parents about the FSA Portal and encourage parents to familiarize themselves with it at home. There are many sample tests the students and parents should explore.		$0.00
3	G1.B1.S2.A1	Middle school teachers will have weekly assignments which will include an assessment based on the standards.		$0.00
4	G1.B2.S1.A1	Teachers will use the FSA Portal to give students adequate practice with the computerized format of the FSA tests.		$0.00
5	G1.B2.S1.A2	Students will practice keyboarding skills.		$0.00
6	G1.B3.S1.A1	Math teacher tutors will enable smaller math groups in order to help struggling students.		$3,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1011 - Alachua Learning Academy Middle	General Fund		$3,000.00

7	G1.B3.S1.A2	STEM activities to provide hands-on science experiences to struggling students.		$14,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1011 - Alachua Learning Academy Middle	General Fund		$14,000.00
8	G1.B3.S1.A3	**Reading teacher tutor will enable smaller reading groups in order to help struggling students.**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1011 - Alachua Learning Academy Middle	General Fund		$7,000.00
					Total:	**$24,000.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M426647	Discussions and data chats with individual teachers and teacher tutors.	Rivera, Krishna	8/13/2018	Planning books, interviews with teachers. AIMS results.	5/31/2019 quarterly
G1.B1.S1.MA1 M426639	Discussion at staff meetings.	Rivera, Krishna	8/13/2018	Staff meeting minutes.	5/31/2019 quarterly
G1.B1.S1.MA1 M426640	Teachers will report progress at staff meetings.	Rivera, Krishna	8/13/2018	Planning books, Parent communication notes.	5/31/2019 quarterly
G1.B1.S1.A1 A390248	Middle school teachers will design a lesson plan around introducing the FSA Portal (using the Smart...	Rivera, Krishna	8/13/2018	Planning books	5/31/2019 quarterly
G1.B1.S1.A2 A390249	Teachers will talk to parents about the FSA Portal and encourage parents to familiarize themselves...	Rivera, Krishna	8/13/2018	Parent communication notes.	5/31/2019 quarterly
G1.B2.S1.MA1 M426643	Student practice exam results.	Rivera, Krishna	8/13/2018	Teacher planning books and grade books.	5/31/2019 one-time
G1.B2.S1.MA1 M426644	Student practice exam results.	Rivera, Krishna	8/13/2018	Teacher planning books and grade books.	5/31/2019 monthly
G1.B2.S1.A1 A390251	Teachers will use the FSA Portal to give students adequate practice with the computerized format of...	Rivera, Krishna	8/13/2018		5/31/2019 monthly
G1.B2.S1.A2 A390252	Students will practice keyboarding skills.	Rivera, Krishna	8/13/2018	Exam results testing speed and accuracy in teacher grade books.	5/31/2019 weekly
G1.B3.S1.MA1 M426645	Student show gains on AIMS tests and classroom assessments.	Rivera, Krishna	8/13/2018	AIMS test results and classroom assessments.	5/31/2019 quarterly
G1.B3.S1.MA1 M426646	Monitor student progress and discuss results at staff meetings.	Rivera, Krishna	8/13/2018	Teacher plan books, grade books, and reports.	5/31/2019 monthly
G1.B3.S1.A1 A390253	Math teacher tutors will enable smaller math groups in order to help struggling students.	Rivera, Krishna	8/13/2018	Teacher tutor plan book.	5/31/2019 daily
G1.B3.S1.A2 A390254	STEM activities to provide hands-on science experiences to struggling students.	Rivera, Krishna	8/13/2018	Teacher tutor plan book.	5/31/2019 weekly
G1.B3.S1.A3 A390255	Reading teacher tutor will enable smaller reading groups in order to help struggling students.	Rivera, Krishna	8/13/2018	Teacher tutor plan book	5/31/2019 daily
G1.B1.S2.MA1 M426641	Student Portfolio will be maintained and evaluated.	Rivera, Krishna	8/13/2018	Student portfolio with assessment samples.	5/31/2019 quarterly
G1.B1.S2.MA1 M426642	Teachers will report and discuss progress.	Rivera, Krishna	8/13/2018	Planning books and grade books.	5/31/2019 quarterly
G1.B1.S2.A1 A390250	Middle school teachers will have weekly assignments which will include an assessment based on the...	Rivera, Krishna	8/13/2018	Planning books and grade books	5/31/2019 weekly