2013-2014 SCHOOL IMPROVEMENT PLAN

Student Leadership Academy

200 FIELD AVE E

Venice, FL 34285

941-485-5551

www.studentleadershipacademy.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	47%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	21%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	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.

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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 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
Student Leadership Academy

Principal
Vickie Marble

School Advisory Council chair
Norman MacLellan

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

Name	Title
Jamie McNeil	ESE liaison
Sarah Davis	teacher

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

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

Mr. Norman MacLellan - President
Mr. Thomas Trammel - Vice-President
Mr. Gar Reese - Secretary
Mr. James Ball - Treasurer
Mr. Robert Cemovich - Officer

Involvement of the SAC in the development of the SIP

The Governing Board of the Charter School serves as the SAC. They will approve the plan at the October meeting.

Activities of the SAC for the upcoming school year

N/A

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

N/A

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

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
1

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

Administrator Information:

Vickie Marble		
Principal	Years as Administrator: 16	Years at Current School: 9

Credentials	BA Elementary Education 1978, High Quality Middle School Principal by Florida State Board of Education 2006, Educational Reform Hero, Center for Education Reform, 1997. Designated as a High Performing Charter School by the Florida Department of Education, 2011.
Performance Record	2012/13 school grade "A" 75% scored 3 or above in Reading, 80% scored 3 or above in Math, 76% 3.5 or above in Writing, 66% scored 3 or above in Science, 66% made learning gains in Reading, 84% made learning gains in Math, 73% lowest 25% made learning gains in Reading, and 91% lowest 25% made learning gains in Math.

Classroom Teachers

# of classroom teachers
24

 # receiving effective rating or higher
24, 100%

 # Highly Qualified Teachers
92%

 # certified in-field
23, 96%

 # ESOL endorsed
21, 88%

 # reading endorsed
2, 8%

 # with advanced degrees
3, 13%

 # National Board Certified
0, 0%

 # first-year teachers
2, 8%

 # with 1-5 years of experience
10, 42%

 # with 6-14 years of experience
12, 50%

 # with 15 or more years of experience
2, 8%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

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

Student Leadership is a High Quality Charter School by the Florida Department of Education in 2011. The school is a participant in the Florida Retirement System which helps with the recruitment and retention of teachers and staff. For the most part, the staff does not change at Student Leadership Academy. This year, we added an extra teacher to provide added assistance to students who need help in the area of Language arts and literacy.
The Principal is responsible for recruiting and retaining highly qualified staff.

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 school is set up with collaborative teams. When a new staff member is hired, the team leader works with them in concert with other subject and grade level instructors and with the principal. Since our school is so small, that type of mentoring has worked really well in the past.

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

Teachers refer students to a School Wide Support team in which students with behavior and/or academic concerns are discussed. The team creates a plan of action for each student which includes follow up dates for the team to meet and discuss the effectiveness of the plan.
Team leaders meet with administration once a month to discuss resource allocation and teacher support systems.
Content area teachers meet once a month to discuss effectiveness of core instruction and set goals for improvement.

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

The principal/ESE Liaison facilitates School Wide Support meetings and designates a member of the team to be responsible for monitoring the effectiveness of the plan.
The principal facilitates team leader meetings and schedules follow up dates with the team to discuss additional resource allocations and teacher support systems.
A program planner is designated for each content area. The program planner facilitates meetings and follows up with content area teachers to discuss progress towards meeting goals.

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

At School Wide Support Team meetings, a progress monitoring form is created to monitor the effectiveness of the interventions. Teachers are required to share this form with the team biweekly to discuss progress and fidelity of the plan. If the interventions show ineffectiveness, the team will meet again to develop new or modify current interventions.

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

SWST, Team Leader, Content Area teams use data from FCAT, FAIR, Benchmark, CELLA, and classroom assessments to monitor the effectiveness of core, supplemental, and/or intensive supports in reading, mathematics, science, and writing. Teams monitor attendance through Cross Point. Teachers use progress monitoring forms to chart/graph behavior increases/decreases.

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

The school will inform parents regarding their child's services in area(s) that they are receiving support. The letter will explain the data used to determine area of concern, interventions that will be used, and plan for monitoring progress.

Literacy Leadership Team (LLT)

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

Name	Title
Vickie Marble	Principal
Jamie McNeil	ESE liaison/Reading teacher
Dr. Valerie Hyer	Consultant

Name	Title
Larry Deamud	Reading teacher
Michele Swatek	Literacy teacher

How the school-based LLT functions

The school based literacy leadership team will be looking at all fair data and using that data to drive instruction with students. The school will be contracting with Dr. Hyer to work with the grade level teams to: use the data to make decisions for instruction, what is involved/included in benchmark data, how to disaggregate and make sense of benchmark results, how to find the instructional focus from benchmark results, and action planning to use the data to move forward. This will be done in October and January during the 2013/14 school year.

Major initiatives of the LLT

The major initiatives for this school year is listed in the above paragraph. The school also has hired a literacy teacher to help provide specific interventions along with the regular language arts classroom teacher to help increase the student achievement in 6th and 7th grade language arts. The school's goal is to increase the percentage of students scoring 3 and above on FCAT along with increasing the percentage of students in the lowest quartile making learning gains.

Every Teacher Contributes to Reading Instruction

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

All teachers use FAIR data to help drive the instructional process and lesson planning. They also differentiate instruction based on student needs and progress. Teachers will be involved in professional development during this school year to teach them how to use their data to drive the instruction within the classroom

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

All eighth grade students take US History and Career Planning. Throughout this course, career planning is infused with the curriculum. During semester 2, more emphasis is placed on high school course offerings, preparing the student for postsecondary studies.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	73%	75%	Yes	75%
American Indian				
Asian				
Black/African American				
Hispanic	67%	67%	Yes	70%
White	73%	76%	Yes	75%
English language learners				
Students with disabilities	50%	48%	No	55%
Economically disadvantaged	70%	73%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	37%	38%
Students scoring at or above Achievement Level 4	122	38%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	210	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	58	73%	77%

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]*		79%
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]*		65%
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]*		63%

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	83	76%	78%
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	77%	79%	Yes	79%
American Indian				
Asian				
Black/African American				
Hispanic	88%	85%	No	89%
White	77%	78%	Yes	79%
English language learners				
Students with disabilities	61%	45%	No	65%
Economically disadvantaged	73%	76%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	33%	34%
Students scoring at or above Achievement Level 4	144	45%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	267	84%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	72	91%	93%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	13	13%	13%
Middle school performance on high school EOC and industry certifications	50	50%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	21	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	31%	33%
Students scoring at or above Achievement Level 4	37	34%	36%

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 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	50		75
Participation in STEM-related experiences provided for students	300	90%	93%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	108	34%	34%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	24	7%	7%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	20	6%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	35	11%	6%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	49	16%	10%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	34	11%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	12	4%	2%

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

The school holds parent meetings once a month. The amount of parental involvement continues to increase every school year. Parents are involved in supporting all aspects of the school including being involved in community and volunteer opportunities in collaboration with the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement for 2013/14 school year	100	32%	50%

Goals Summary

G1. To provide Common Core Training to all teachers at SLA in the area of ELA and Math so that the transition is seamless for the 2014/15 school year.

G2. One of the school's goals for the 2013/14 school year is to provide targeted academic assistance (beyond their ESE class or pull-out) to all students with disabilities by using specially designed instruction. We will use an academic skills class to help.

G3. The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation.

Goals Detail

G1. To provide Common Core Training to all teachers at SLA in the area of ELA and Math so that the transition is seamless for the 2014/15 school year.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- The school will hire ASCD to provide the specific training at the school site.

Targeted Barriers to Achieving the Goal

- There will not be a barrier.

Plan to Monitor Progress Toward the Goal

To ensure that all teachers have a great understanding of Common Core State Standards in ELA and Math and that they feel comfortable in the transition to those standards.

Person or Persons Responsible

Vickie Marble, Principal Dr. Jeanne Purcell, Presenter

Target Dates or Schedule:

During this school year, and a follow-up during next school year.

Evidence of Completion:

The evidence will be the seamless transition from this school year; NGSS/CCSS to full implementation of Common Core State Standards.

G2. One of the school's goals for the 2013/14 school year is to provide targeted academic assistance (beyond their ESE class or pull-out) to all students with disabilities by using specially designed instruction. We will use an academic skills class to help.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Teachers will use specially designed instruction to help SWD students with their academics within the first period academic skills class if the students are having difficulty with a specific skill or concept.

Targeted Barriers to Achieving the Goal

- The barrier will be to help all teachers understand just how to best reach SWD through specially designed instruction in academic classes along with any extra help that students are given in first period academic skills classes if needed.

Plan to Monitor Progress Toward the Goal

Staff will monitor the progress of SWD in all academic areas to help support the goals of the IEP and/or using the academic skills help when needed for students who are having difficulty with a specific concept or skill.

Person or Persons Responsible

Vickie Marble, Principal Jamie McNeil, ESE teacher Madeline Kirsten, ESE teacher Academic skills teacher - first period

Target Dates or Schedule:

As often as needed - weekly, monthly, quarterly

Evidence of Completion:

SWD will be academically successful with the targeted support of all staff at the school. The school will use data to measure the evidence of completion.

G3. The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, 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 FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- The school will provide professional development on Using Data to Inform Instruction twice during the school year. The presenter is Dr. Valerie Hyer and she will meet with each grade level team to help teachers understand, utilize, and disaggregate all data so that they are able to identify the best instructional focus for their students based on current and prior years data.

Targeted Barriers to Achieving the Goal

- There will not be a barrier.

Plan to Monitor Progress Toward the Goal

Using Data to Inform Instruction professional development.

Person or Persons Responsible
Vickie Marble, Principal and Dr. Valerie Hyer, presenter

Target Dates or Schedule:
October 21st during planning times (each teacher has 2) and January 21.

Evidence of Completion:
Meeting with the presenter and staff after the first time pd opportunity and seeing the evidence of understanding the data to inform their instruction.

Action Plan for Improvement

Problem Solving Key

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

G1. To provide Common Core Training to all teachers at SLA in the area of ELA and Math so that the transition is seamless for the 2014/15 school year.

G1.B1 There will not be a barrier.

G1.B1.S1 The school will have 2 whole day training's for the implementation of Common Core State Standards in the area of ELA and Math.

Action Step 1

Implementing the Common Core State Standards - An Overview of ELA and Math - 2 day professional development training for SLA.

Person or Persons Responsible

Vickie Marble, Principal

Target Dates or Schedule

August 12, 2013 and October 25, 2013 - 2 whole day trainings

Evidence of Completion

After each session, the principal will debrief with the presenter and the pd facilitator. We will then decide on "next steps" for our school.

Facilitator:

Dr. Jeanne Purcell - a presenter from ASCD (Association of Supervision and Curriculum Development).

Participants:

All teachers

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

The principal will observe a seamless transition from NGSS to CCSS. Teachers will have a deeper knowledge of common core state standards for ELA and Math.

Person or Persons Responsible

Vickie Marble, Principal

Target Dates or Schedule

During this school year and the 2014/15 school year.

Evidence of Completion

The principal will monitor this implementation by observations within the classrooms, along with more rigorous lesson plans which are common core driven.

Plan to Monitor Effectiveness of G1.B1.S1

Implementing the Common Core State Standards, an Overview of ELA and Math

Person or Persons Responsible

Vickie Marble, Principal Dr. Jeanne Purcell, Presenter from ASCD

Target Dates or Schedule

All day August 12, 2013 All day October 25, 2013

Evidence of Completion

Principal, teachers and Dr. Purcell will debrief at the end of day 2 to make sure that there is a common understanding of the ELA and Math CCSS; how to create common core lesson plans, and to make sure that all teachers are prepared for full implementation in the 2014/15 school year.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. One of the school's goals for the 2013/14 school year is to provide targeted academic assistance (beyond their ESE class or pull-out) to all students with disabilities by using specially designed instruction. We will use an academic skills class to help.

G2.B1 The barrier will be to help all teachers understand just how to best reach SWD through specially designed instruction in academic classes along with any extra help that students are given in first period academic skills classes if needed.

G2.B1.S2 The school will use a strategy that will help support all teachers in the implementation of providing academic skills help beyond the ESE pull-out program. This will help in supporting what the ESE teacher is already doing and will provide needed success for those students in increasing learning gains in all core subjects.

Action Step 1

To help students with disabilities increase their student achievement on FCAT 2.0.

Person or Persons Responsible

Vickie Marble, Principal Jamie McNeil, ESE teacher Madeline Kirsten, ESE teacher

Target Dates or Schedule

This will happen on a weekly basis by each ESE teacher working with the first period academic skills teachers to designate the specific academic skill weakness that the student has.

Evidence of Completion

The student will increase their academic achievement in his or her grades, and tests will be hopefully transfer to increased learning gains on FCAT 2.0

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

Helping SWD to increase their academic performance both within the classroom and on end of year assessments i.e FCAT 2.0.

Person or Persons Responsible

Vickie Marble, Principal Jamie McNeil, ESE teacher Madeline Kirsten, ESE teacher All grade levels academic skills teachers

Target Dates or Schedule

On a weekly basis and again during the mid-quarter and end of quarter.

Evidence of Completion

The staff will see an increase in grades, both classroom and test grades, along with an understanding of the specific academic concept.

Plan to Monitor Effectiveness of G2.B1.S2

Helping students with disabilities increase their academic performance in all areas with the support of ESE teachers, regular ed teachers and academic skills teachers.

Person or Persons Responsible

Vickie Marble, Principal

Target Dates or Schedule

Weekly, monthly and quarterly. Also, by looking at the end of the years FCAT 2.0 data to see increases in learning gains of those students.

Evidence of Completion

The school will use prior years data and compare it to this years data when it comes out at the end of the school year. The school will also use FAIR and other benchmark assessment data along with academic grades on classwork and tests.

G3. The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation.

G3.B1 There will not be a barrier.

G3.B1.S1 The strategy is to provide opportunities for teachers to ask questions during the two times that Dr. Hyer will be meeting with the grade level teams regarding data and how to appropriately use it to make instructional decisions which will result in increased student achievement.

Action Step 1

Providing professional development opportunities to teachers within their grade level teams twice during the school year to help teachers understand and utilize all data which will help them drive their instruction within the classroom.

Person or Persons Responsible

Vickie Marble

Target Dates or Schedule

October 21 and January 21

Evidence of Completion

The principal has met with Dr. Hyer once and will meet again for a debriefing after both pd sessions.

Facilitator:

Dr.Valerie Hyer

Participants:

All teachers at SLA

Plan to Monitor Fidelity of Implementation of G3.B1.S1

PD opportunity: Using Data to Inform Instruction

Person or Persons Responsible

Vickie Marble, Principal and facilitator - Dr. Valerie Hyer

Target Dates or Schedule

October 21st during teacher planning times and again on January 21st.

Evidence of Completion

Meeting with the presenter and staff after each session. Also, the principal will see evidence of this pd opportunity within the teacher's lesson plans and through classroom obversations.

Plan to Monitor Effectiveness of G3.B1.S1

Using Data to Inform Instruction professional development workshop.

Person or Persons Responsible

Dr. Valerie Hyer

Target Dates or Schedule

October 21st during planning times and January 21st.

Evidence of Completion

The principal will observe evidence of teachers using data to inform instruction by an increase of student scores on FCAT 2.0

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

All title II funds for this school year will be used for professional development in 2 areas:
1. ASCD 2 day common core training for all staff in ELA and Math.
2. How to use data to make informed, instructional decisions.
Since the amount of title II funds will not cover all of the expenses for professional development during the 2013/14 school year, monies from the operational budget have been set aside for these expenses.

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. To provide Common Core Training to all teachers at SLA in the area of ELA and Math so that the transition is seamless for the 2014/15 school year.

G1.B1 There will not be a barrier.

G1.B1.S1 The school will have 2 whole day training's for the implementation of Common Core State Standards in the area of ELA and Math.

PD Opportunity 1

Implementing the Common Core State Standards - An Overview of ELA and Math - 2 day professional development training for SLA.

Facilitator

Dr. Jeanne Purcell - a presenter from ASCD (Association of Supervision and Curriculum Development).

Participants

All teachers

Target Dates or Schedule

August 12, 2013 and October 25, 2013 - 2 whole day trainings

Evidence of Completion

After each session, the principal will debrief with the presenter and the pd facilitator. We will then decide on "next steps" for our school.

G3. The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation.

G3.B1 There will not be a barrier.

G3.B1.S1 The strategy is to provide opportunities for teachers to ask questions during the two times that Dr. Hyer will be meeting with the grade level teams regarding data and how to appropriately use it to make instructional decisions which will result in increased student achievement.

PD Opportunity 1

Providing professional development opportunities to teachers within their grade level teams twice during the school year to help teachers understand and utilize all data which will help them drive their instruction within the classroom.

Facilitator

Dr.Valerie Hyer

Participants

All teachers at SLA

Target Dates or Schedule

October 21 and January 21

Evidence of Completion

The principal has met with Dr. Hyer once and will meet again for a debriefing after both pd sessions.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	$0	$0
	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To provide Common Core Training to all teachers at SLA in the area of ELA and Math so that the transition is seamless for the 2014/15 school year.

G1.B1 There will not be a barrier.

G1.B1.S1 The school will have 2 whole day training's for the implementation of Common Core State Standards in the area of ELA and Math.

Action Step 1

Implementing the Common Core State Standards - An Overview of ELA and Math - 2 day professional development training for SLA.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. The goal is to provide professional development to teachers so that they can utilize all data along with prior year's FCAT scores to help all students achieve their targeted prediction and expectation.

G3.B1 There will not be a barrier.

G3.B1.S1 The strategy is to provide opportunities for teachers to ask questions during the two times that Dr. Hyer will be meeting with the grade level teams regarding data and how to appropriately use it to make instructional decisions which will result in increased student achievement.

Action Step 1

Providing professional development opportunities to teachers within their grade level teams twice during the school year to help teachers understand and utilize all data which will help them drive their instruction within the classroom.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed