2013-2014 SCHOOL IMPROVEMENT PLAN

Our Children's Academy

555 BURNS AVE

Lake Wales, FL 33853

863-679-3338

ourchildrensacademy.org

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
[Data Not Available]

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
[Data Not Available]

School Grades History

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
Our Children's Academy

Principal
Debra Johnson

School Advisory Council chair
Kevin Kohl

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

Name	Title
Jose Ortiz	Donna Buckner
Erika Nicsinger	Scholar in Residence
Sharon McManus	Executive Director

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
10/8/2013

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

Since we are a charter school we do not have a School Advisory Council. Instead, we have a Governing Board that is similar to the school board of a school district.

Involvement of the SAC in the development of the SIP

A review of last year's data was conducted, along with a presentation which familiarized the Governing Board with the school grading system and the School Rating system. Since Our children's Organization is comprised of 100% ESE student population, the organization opted out of school grades and will be held to the school improvement rating which stresses learning gains. The Governing Board is in agreement with tracking learning gains for our population. In addition, the Board, along with the Executive Director, has hired a Director for Accountability and two certified Principals to move toward higher expectations for our population.

Activities of the SAC for the upcoming school year

A report to the Governing Board after every Progress Monitoring period will be conducted at the board meetings.

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

Charter schools do not receive any funding for this period.

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:

Debra Johnson		
Principal	Years as Administrator: 16	Years at Current School: 1
Credentials	Master of Arts-Educational Leadership-University of South Florida,1990 Certification Program-Elementary Education-Florida Southern College, 1980 Bachelor of Science-Physical Education and Health-University of South Florida,1973	

Performance Record

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Jose Ortiz		
Part-time / District-based	Years as Coach: 1	Years at Current School: 3

Areas	Data, RtI/MTSS
Credentials	University of The Sacred Heart - BA Psychology BCaBA(Board Certified Associate Behavior Analyst Professional Crisis Management (PCM) Practitioner Level 2 Essential Tools for Positive Behavior Change, University of Florida
Performance Record	

Donna Lee Buckner		
Full-time / District-based	Years as Coach: 6	Years at Current School: 1

Areas	Data
Credentials	
Performance Record	

Part-time / District-based	Years as Coach:	Years at Current School:

Areas	Reading/Literacy, Mathematics, Science
Credentials	
Performance Record	

Erika Nicsinger		
Part-time / District-based	Years as Coach: 2	Years at Current School: 3

Areas	[none selected]
Credentials	Bachelor's Degree in Elementary Education-- University of Florida Master's Degree in Special Education--University of Florida Doctorate of Philosophy Degree in Language and Literacy-- University of Central Florida (in process)
Performance Record	Highly Effective

Classroom Teachers

# of classroom teachers
13

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
69%

 # certified in-field
9, 69%

 # ESOL endorsed
3, 23%

 # reading endorsed
0, 0%

 # with advanced degrees
3, 23%

 # National Board Certified
0, 0%

 # first-year teachers
3, 23%

 # with 1-5 years of experience
4, 31%

 # with 6-14 years of experience
1, 8%

 # with 15 or more years of experience
1, 8%

Education Paraprofessionals

# of paraprofessionals
29

 # Highly Qualified
11, 38%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
12

 # receiving effective rating or higher
12, 100%

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

Efforts are made to recruit and retain highly qualified, certified in field, effective teachers by providing accurate job descriptions and evaluating applications to ensure that the applicant meets the needed criteria. This step is handled through our Director of Human Resources, Steven Nolen.
Once a teacher is hired, we orient the teacher to our school by providing a peer teacher, and make sure that they receive the necessary professional development to perform their duties in the classroom which is monitored by the Principal, Debra Johnson.

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 leadership team at OCA, which includes the executive director, principal, the behavioral analyst, the director of accountability, director of human resources, scholar in residence, and an expert teacher, will mentor educators new to our school. This mentoring program will include curriculum and behavioral information, as well as, the policies and procedures of the school.

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

Initially, we review our standardized state test results to identify strengths and weaknesses. Once this process is complete we begin our school year by assessing all students by grade level to ascertain the most appropriate next steps. The data gathered is then applied to make decisions regarding core instruction, resource allocation, teacher support systems, and small group and individual student needs.

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

To monitor the data base problem-solving assessment processes for fidelity and make adjustments when necessary.

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

OCA has a Continuous Quality Improvement program. In addition to the Progress Monitoring periods, the leadership team meets weekly to review the school's progress to determine changes needed in both curriculum and student learning.

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

Since the school is comprised of 100% ESE students, the standardized Brigance assessment tool is administered three times throughout the school year. After each assessment period the data is aggregated to reflect needs. All staff are present for a school wide review, to reflect on overall school goals. Subsequently, each teacher team meets with the administrative staff as outlined previously to look at their individual class results in order to determine next best practices. This cycle is repeated for each Progress Monitoring period.

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

As already mentioned above, the staff follows the cycle as described. In addition, the same procedure and windows are shared with the parents through the scheduled parent meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program
Minutes added to school year: 2,400

We have our teachers and paraprofessionals come back a week early in order to provide them with multiple trainings on behavior management (and the behavior system), curriculum changes (any professional development that would compliment a new program), PECS (Picture Exchange Communication System) for our self contained classes, PCM training (Professional Crisis Management) and Marzano related strategies.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

We monitor each one of these throughout the year with several documents. We collect our data on different timelines, but majority of it is either weekly or monthly. There are several reports that go with each program (PECS, PCM, Marzano), along with staff evaluations that reflect these components as well. The data is collected either electronically or is on some type of spreadsheet.

Who is responsible for monitoring implementation of this strategy?

The school principal, organization's director, school lead teacher, behavior specialsts/analysts, director or assessment and accountability, speech pathologists, occupational therapists, and teachers are responsible for collecting and implementing these strategies.

Literacy Leadership Team (LLT)

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

Name	Title
Debra Johnson	Principal
Sharon McManus	Executive Director
Donna Buckner	Director of Assessment and Accountability
Erika Nicsinger	Scholar in Residence

How the school-based LLT functions

We all work together (Principal and Director of Assessment/Accountability helps facilitate) in order to prioritize and monitor what we are currently working on, or towards. We are meeting weekly (at least the teacher, lead teacher and principal are) during the teacher's planning time to go over data.

Major initiatives of the LLT

Making sure that we are reaching each student on the levels they currently are in as well as providing them with the appropriate resources. Our school is currently researching and trying new programs in order to find the best fit for each group. We are also looking to work on developing a more comprehensive progress monitoring piece as well that is electronic and more applicable to our ESE students.

Every Teacher Contributes to Reading Instruction

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

Through accountability talks with leadership and other teachers, each teacher contributes to the overall improvement in reading. Reading is the most important element to making a student successful across all the curriculum areas. At our school, which is an ESE center, we have implemented an intervention and core curriculum to assist our students across all levels. We have also grouped the students so that the teachers who are teaching reading/language arts, have optimal expertise on how to scaffold within each class period.
Finally, as a leadership team, we are diligent in remaining cognizant of our teachers needs for professional development or possible resources to assist the students at each level.

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

At Our Children's Academy's intervention begins at 12 months of age and continues through kindergarten to minimize and/or overcome student handicaps as defined in students' IEP's. As students reach their individual goals recommendations to return them to their home schools are made and students' with more severe complications may continue into the elementary program to further facilitate their individual development.

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	58%	29%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic				
White	53%	21%	No	57%
English language learners				
Students with disabilities	58%	29%	No	63%
Economically disadvantaged	58%	24%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		10%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	13	29%	34%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		13%

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]*		
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]*		
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]*		

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	*[data excluded for privacy reasons]*		5%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		5%

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	63%	24%	No	67%
American Indian				
Asian				
Black/African American				
Hispanic				
White	58%	17%	No	63%
English language learners				
Students with disabilities	63%	24%	No	67%
Economically disadvantaged	58%	17%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		5%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	*[data excluded for privacy reasons]*		5%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		0%

Middle School Acceleration

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

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%		No	67%
American Indian				
Asian				
Black/African American				
Hispanic				
White	58%		No	63%
English language learners				
Students with disabilities	63%		No	67%
Economically disadvantaged	58%		No	63%

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			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	*[data excluded for privacy reasons]*		5%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		22%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		72%

High School Science

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			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	9		10
Participation in STEM-related experiences provided for students	46	80%	85%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
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 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	82	40%	35%
Students retained, pursuant to s. 1008.25, F.S.	5	2%	1%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

Our Children's Academy provides a monthly Parent Night for They are scheduled August through May. These meetings are either informational, academic, or parenting skills. Examples include: the school-wide behavior management program, our HIPPO therapy program, curriculum, etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental attendance.	40	20%	25%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Meet with each teacher following each progress monitoring period to review student data and set specific goals for each student.

Goals Detail

G1. Meet with each teacher following each progress monitoring period to review student data and set specific goals for each student.

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

- Progress monitoring tool - Brigance. Administrative data chats. Director of Assessment and Accountability Scholar in Residence

Targeted Barriers to Achieving the Goal

- 100% of students are special needs. Medical and psychological complications beyond our control is our greatest barrier.

Plan to Monitor Progress Toward the Goal

Walkthroughs and teacher interviews.

Person or Persons Responsible
Administrative team.

Target Dates or Schedule:
Ongoing throughout school year.

Evidence of Completion:
Logs and calendar.

Action Plan for Improvement

Problem Solving Key

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

G1. Meet with each teacher following each progress monitoring period to review student data and set specific goals for each student.

G1.B1 100% of students are special needs. Medical and psychological complications beyond our control is our greatest barrier.

G1.B1.S1 Provide appropriate professional development based on the needs of each individual staff member.

Action Step 1

Identify professional development needs.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule

Ongoing

Evidence of Completion

Documented through data chats, classroom walkthroughs and individual teacher anecdotal reports.

Facilitator:

Administrative team.

Participants:

Teachers para-professionals, and therapists.

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

Classroom walkthroughs and data chats.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Data gathered and calendar of walkthroughs.

Plan to Monitor Effectiveness of G1.B1.S1

Walkthroughs and teacher interviews.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Logs and calendar of walkthroughs.

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 Our Children's Academy our Title I funds are used for I teaching unit and to provide parent education and guidance. Title II funds provide teacher training opportunities.

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. Meet with each teacher following each progress monitoring period to review student data and set specific goals for each student.

G1.B1 100% of students are special needs. Medical and psychological complications beyond our control is our greatest barrier.

G1.B1.S1 Provide appropriate professional development based on the needs of each individual staff member.

PD Opportunity 1

Identify professional development needs.

Facilitator

Administrative team.

Participants

Teachers para-professionals, and therapists.

Target Dates or Schedule

Ongoing

Evidence of Completion

Documented through data chats, classroom walkthroughs and individual teacher anecdotal reports.

Appendix 2: Budget to Support School Improvement Goals