



## Liberty Pines Academy

10901 RUSSELL SAMPSON RD, Saint Johns, FL 32259

<http://www-lpa.stjohns.k12.fl.us/>

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

8%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

21%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan is pending approval by the St. Johns County School Board.

### SIP Authority and Template

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

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, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>32</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>34</b>
Professional Development Opportunities	35
Technical Assistance Items	37
<b>Appendix 3: Budget to Support Goals</b>	<b>38</b>

## 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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Liberty Pines Academy (LPA) will provide a high-quality educational experience by continually building the instructional capacity of our teachers and developing meaningful relationships with our students, staff, and community. Students and staff will implement and use instructional strategies that foster critical thinking and problem solving through real-world learning experiences.

##### **Provide the school's vision statement**

The vision of Liberty Pines Academy is to provide our students the opportunity to become life-long learners and leaders prepared to succeed in the global world.

#### School Environment

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

LPA is a Positive Behavior Support (PBS) school, which provides the structure and format for our behavior/rewards program. Teachers and students interact in an environment of positive reinforcement. Students are expected to adhere to the 6 Pillars of Character through Character Counts. Students and teachers also follow the 7 Habits of Highly Successful People, which encourages mutually respected relationships both in children and adults.

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

The 3R's-Respect, Responsibility, and Readiness to Learn are the common expectations throughout the school that are voiced daily by administration, teachers, staff, and students. Every morning the administration addresses the 3R's, celebrates students, informs students of any changes or upcoming events, and features student leaders. Administrators, staff, and teachers interact with students on a daily basis during all transition times, which promotes a level of approachability and fosters relationships. In the unique K-8 environment, older students have the opportunity to mentor younger students.

LPA also has policies, procedures, and expectations in place to address bullying, including a process for students to report bullying concerns, which are then promptly and thoroughly investigated. Students also have access to a team of guidance counselors, who proactively work with students in their effort to support the whole child.

##### **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 staff members are responsible for maintaining a safe and orderly environment. Liberty Pines Academy faculty and staff implement the Positive Behavior Support (PBS) Model. PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive

behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension as disciplinary options.

The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

The faculty and staff are trained in the implementation of the PBS model during the opening faculty meeting, and the fidelity of implementation is monitored and guided by the administrative team throughout the year.

**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**

LPA has three guidance counselors, each of whom is responsible for providing support to students of specific grade levels. This ensures continuity and familiarity for the students to feel secure when seeking help. The student internship program allows older students to serve in needed areas throughout the school day under the supervision of the guidance staff. Middle school students are at times assigned to provide peer support to elementary students (e.g., reading buddy). Students who demonstrate exemplary character are selected by their teachers to be recognized as leaders during a monthly recognition ceremony (Leader of the Pack). Student accomplishments are also celebrated on the daily school news program. If a particular student's needs cannot be addressed through the school's program of support, school personnel seek the appropriate support through district-level and community resources.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**Provide the following data related to the school's early warning system**

***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	
Attendance below 90 percent	1	4	7	4	2	1	4	3	2	28
One or more suspensions	0	6	1	5	5	3	5	15	7	47
Course failure in ELA or Math	3	4	0	0	1	0	4	7	4	23
Level 1 on statewide assessment	0	0	0	2	9	6	9	17	5	48

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	3	4	5	6	7	8		
Students exhibiting two or more indicators	1	1	1	1	3	5	6	3		21

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

Students are monitored by the MTSS core team and interventions are put in place. Parent Conferences are held quarterly. The MTSS Coordinator meets with each grade level to progress monitor the EWS students to improve academic performance. The Dean of Students meets regularly with the MTSS team and with students and parents to address both attendance and behavior needs. Teachers conference regularly with students who have been identified as the being among the lowest 25% of reading/math performers, as indicated through the state's spring assessment program.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

LPA will strive to Increase opportunities for parents to help / participate from home, post volunteer requirements and opportunities on websites / newsletters, respond to parent communication within 48 hours of initial request, host a monthly parent meeting with the principal (who will share school / student progress, performance data), and host curriculum nights (through which parents are exposed to LPA's instructional program and expectations for student learning).

**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**

Night of the Arts, sponsored by PTO business partners, is held three times a year and showcases the performances / products of elementary and middle-grade students (music, drama, and visual arts).  
 Math Nights with Winn Dixie Stores is sponsored by SAC and is held twice a year.  
 Community Leaders Day is an event that draws a diverse population of professionals to LPA to motivate and inspire students as they begin to consider their future.  
 The Liberty Parade is annual event that honors local veterans and gives the students an opportunity to learn about the sacrifices the veterans have made and to honor their service.  
 These events encourage family involvement in both the school and community.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thayer, Judith	Principal
Davis, Craig	Assistant Principal
Haas, Elizabeth	Assistant Principal
Thompson, Terri	Instructional Coach
Greene, Haley	SAC Member

**Duties**

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Provides leadership for the team-based decisions; facilitates the intervention programming; collaborates with other staff members to implement the various interventions.

Curriculum Resource Coordinator: Provides leadership for MTSS team; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; coordinates data analysis.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in development of Rtl Plans in student data collection, delivers Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching and support facilitation.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection,

and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides leadership for MTSS team.

Testing Coordinator: Identifies lowest quartile of students for intervention and assistance. Serves as data coach for all elementary teachers.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic behavioral, and social success.

**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 MTSS team meets twice a week on Mondays and Wednesdays. Instructional Coach, Terri Thompson, is the MTSS Chair. Notes are taken weekly and plans are reviewed. The team has identified baseline criteria for those students who require an RtI plan. Data is reviewed on a student-by-student basis and fidelity checks are conducted as to appropriateness of the intervention. The team problem solves with the teachers to determine effective interventions. Data is again reviewed and students move to more or less intense interventions as needed.

SAI and Student-At-Risk funds are used for student achievement through the purchase of the Benchmark Assessment System for Reading, Think Through Math for grades 6-8, materials for additional reading strategies and intervention, and the hiring of two paraprofessionals for tutoring purposes.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Judith Thayer	Principal
Haley Floyd Greene	Teacher
Rhonda Warrington	Education Support Employee
Kathy Thomson	Parent
Christy Beebe	Parent
Kevin Pacciano	Parent
Bashyam Iyengar	Parent

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC chair and administration reviewed data from the previous year to help set the goals for the next school year in the School Improvement Plan (SIP).

*Development of this school improvement plan*

SAC members help develop and write the SIP. SAC members review the plan with administration. Development is not only based on assessment data but on the needs of the school, as indicated through last year's SAC surveys.

*Preparation of the school's annual budget and plan*

LPA's annual budget is determined by the district finance and budget team, in compliance with the Florida Education Finance Program for public schools. Each spring, the principal meets with the team to confirm how LPA's budget will be allocated/administered to meet the school's staffing needs for the coming year, based on enrollment projections.

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

The SAC budget is approximately \$11,000 which is used to supplement the SIP goals.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Thayer, Judith	Principal
Davis, Craig	Assistant Principal
Haas, Elizabeth	Assistant Principal
Rogers, Laura	Instructional Media

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team meets with cluster groups of teachers monthly for the purpose of alignment of reading goals, development of scope and sequence for research based-learning and implementation of summer reading goals.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

At LPA, the following programs are in place to foster collaboration and relationship development:

1. Regular content-area team meetings for middle grades
2. Staff development training that includes processing and planning time with grade-level / content level team
3. Coaching sessions with the instructional literacy coach
4. PLCs
5. PBS
6. Character Counts
7. The 7 Habits of Highly Effective People
8. Cheer breakfasts

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

The district benefits from commonly having a relatively large pool of highly qualified applicants for the average teaching vacancy due to its statewide reputation of success. However, the district continues to recruit highly qualified personnel through job fair participation and through college and university visits. The district also employs a comprehensive program of professional development, including mentoring, to ensure the growth and retention of personnel.

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

All teachers new to Liberty Pines are paired with a veteran teacher in his/her field or grade level. New teachers develop a portfolio to verify educator competencies, and new teacher PLC meetings are held monthly. These meetings are facilitated by the ILC and involve training for school and district initiatives.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The

reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

### Instructional Strategies

***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***

Data is collected every two weeks within a 9 week period. The data is graphed and reviewed to determine student's mastery of the Florida State Standards. Formative and summative assessments include, but are not limited to, state and district assessments, classroom assessments, and diagnostic assessments for progress monitoring. Data is also used as criteria for referral to the MTSS team for RTI intervention, as well as determining the lowest quartile and grouping within the classroom for Tier 1 intervention. Additionally, data is used for placing students in the gifted/blended classes.

***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:**

Intensive reading and math camp: teaching reading and math high-yield strategies to at-risk students

#### ***Strategy Rationale***

To provide direct and explicit instruction focused on the Florida State Standards related to each grade-level in reading and math.

#### ***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

#### ***Person(s) responsible for monitoring implementation of the strategy***

Haas, Elizabeth , elizabeth.haas@stjohns.k12.fl.us

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

Formative Assessments

### Student Transition and Readiness

#### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Kindergarten registration days are held four times each year. Parent input is gathered for the purpose of identifying students who need additional support in transition. A kindergarten camp is held for students who require additional assistance prior to entering school.

A middle grades transition night is held for rising 6th graders. Parents and students obtain information about course offering and Florida standards.

LPA staff coordinate information sessions for students and parents about high school academies, course offerings and expectations for high school.

**College and Career Readiness**

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

NA

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

NA

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

NA

***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***

NA

## 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.** All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for reading.
- G2.** All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for math.
- G3.** All teachers will collaboratively use data to improve the writing performance of all students.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for reading. 1a

G036244

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Targeted professional development on early release Wednesdays, in addition to 1/2 day each quarter
- Grade-level team planning
- District-created curriculum maps
- Principal, Assistant Principal, Instructional Literacy Coach, Curriculum Coordinator, and Testing Coordinator to assist in the process
- Testing Coordinator (K-2), Instructional Coach (3-5), and Assistant Principal (6-8) to monitor L25 in reading and math for assigned grade levels
- L25 student conference form used to document data review and interventions

**Targeted Barriers to Achieving the Goal** 3

- Limited access to leadership personnel
- Motivation of lowest performers

**Plan to Monitor Progress Toward G1.** 8

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

**Evidence of Completion**

Student performance data will indicate growth.

**G2.** All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for math. 1a

G036245

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	80.0

**Resources Available to Support the Goal** 2

- Targeted professional development on early-release Wednesdays, in addition to 1/2 day each quarter
- Grade-level team planning
- District-created curriculum maps
- Principal, Assistant Principal, Curriculum Coordinator, Instructional Literacy Coach, and Testing Coordinator to assist in the process
- Testing Coordinator (K-2), Instructional Coach (3-5), and Assistant Principal (6-8) to monitor L25 in reading and math for assigned grade levels
- L25 student conference form used to document data review and interventions

**Targeted Barriers to Achieving the Goal** 3

- Limited access to leadership personnel
- Motivation of lowest performers

**Plan to Monitor Progress Toward G2.** 8

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

**Evidence of Completion**

Student performance data will indicate growth.

**G3. All teachers will collaboratively use data to improve the writing performance of all students.** 1a

G036246

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	88.0

**Resources Available to Support the Goal** 2

- Targeted professional development on early-release Wednesdays, in addition to 1/2 day each quarter
- Grade-level team planning
- District-created curriculum maps
- Principal, assistant principal, curriculum resource coordinator, instructional literacy coach, testing coordinator to assist in the process
- Testing Coordinator (K-2), Instructional Coach (3-5), and Assistant Principal (6-8) to monitor L25 in reading, math, and writing for assigned grade levels
- L25 student conference form used to document data review and interventions

**Targeted Barriers to Achieving the Goal** 3

- Limited access to leadership personnel
- Motivation of lowest performers

**Plan to Monitor Progress Toward G3.** 8

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

**Evidence of Completion**

Student performance data will indicate growth.

## 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.** All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for reading. **1**

 G036244

**G1.B1** Limited access to leadership personnel **2**

 B086764

**G1.B1.S1** The principal, assistant principal, curriculum coordinator, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and to will serve as liaisons between the school and the district to troubleshoot and provide guidance. **4**

 S097459

### Strategy Rationale

To ensure that instructional personnel are equipped to intervene effectively with the lowest-performing students.

### Action Step 1 **5**

Leadership personnel will meet regularly with teachers to review their progress with the conferencing program implementation (meeting with the lowest-performing students to review data and provide individualized support).

#### Person Responsible

Judith Thayer

#### Schedule

Quarterly, from 8/25/2014 to 5/25/2015

#### Evidence of Completion

Completed conference forms, teacher data notebooks

## Action Step 2 5

Leadership personnel will train the faculty in the use of instructional strategies designed to foster student success with confronting complexity (questioning, text processing, composition, problem-solving, assessment--via early-release Wednesday sessions).

### **Person Responsible**

Elizabeth Haas

### **Schedule**

Biweekly, from 9/10/2014 to 5/27/2015

### **Evidence of Completion**

Signed attendance rosters for training sessions

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

The leadership team will regularly review the evidence identified in the action plan for compliance.

### **Person Responsible**

Judith Thayer

### **Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

### **Evidence of Completion**

Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades

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

Review assessment data

### **Person Responsible**

Judith Thayer

### **Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

### **Evidence of Completion**

Student performance data will indicate growth

**G1.B2 Motivation of lowest performers** 2

 B086765

**G1.B2.S1** Teachers will conference weekly with LPA's lowest-performing students to intervene and provide support. 4

 S111579

**Strategy Rationale**

Weekly conferences will deepen relationships between teachers and academically at-risk students and foster the motivation necessary for more successful performance.

**Action Step 1** 5

Teachers will meet weekly with the lowest performing students to review data and provide individualized support.

**Person Responsible**

Craig Davis

**Schedule**

Weekly, from 8/25/2014 to 5/25/2015

**Evidence of Completion**

Completed conference forms, teacher data notebooks

**Action Step 2** 5

Leadership personnel will train the faculty in the use of strategies designed to foster academic success for at-risk students (relationships, resilience, data analysis, individualizing instruction, confronting complexity--via Wonderful Wednesday sessions).

**Person Responsible**

Elizabeth Haas

**Schedule**

Quarterly, from 8/20/2014 to 6/3/2015

**Evidence of Completion**

Improved outcomes for lowest-quartile performers, as indicated by assessment data and course grades

**Action Step 3** 5

After-school tutoring will be provided to the lowest-quartile performers in reading and math.

**Person Responsible**

Terri Thompson

**Schedule**

Weekly, from 1/6/2015 to 3/6/2015

**Evidence of Completion**

Improved outcomes for lowest-quartile performers, as indicated by assessment data

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

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Weekly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

**Evidence of Completion**

Student performance data will indicate growth.

**G2.** All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for math. 1

G036245

**G2.B1** Limited access to leadership personnel 2

B086766

**G2.B1.S1** The principal, assistant principal, curriculum coordinator, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and to will serve as liaisons between the school and the district to troubleshoot and provide guidance. 4

S097460

### Strategy Rationale

To ensure that instructional personnel are equipped to intervene effectively with the lowest-performing students.

### Action Step 1 5

Leadership personnel will meet regularly with teachers to review their progress with the conferencing program implementation (meeting with the lowest-performing students to review data and provide individualized support).

#### Person Responsible

Judith Thayer

#### Schedule

Quarterly, from 8/25/2014 to 5/25/2015

#### Evidence of Completion

Completed conference forms, teacher data notebooks

### Action Step 2 5

Leadership personnel will train the faculty in the use of instructional strategies designed to foster student success with confronting complexity (questioning, text processing, composition, problem-solving, assessment--via early-release Wednesday sessions).

#### Person Responsible

Elizabeth Haas

#### Schedule

Biweekly, from 9/10/2014 to 5/27/2015

#### Evidence of Completion

Signed attendance rosters for training sessions

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

***Evidence of Completion***

Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

***Evidence of Completion***

Student performance data will indicate growth

## G2.B2 Motivation of lowest performers 2

 B086767

**G2.B2.S1** Teachers will conference weekly with LPA's lowest-performing students to intervene and provide support. 4

 S097461

### Strategy Rationale

Weekly conferences will deepen relationships between teachers and academically at-risk students and foster the motivation necessary for more successful performance.

### Action Step 1 5

Teachers will meet weekly with the lowest-performing students to review data and provide individualized support.

#### Person Responsible

Craig Davis

#### Schedule

Weekly, from 8/25/2014 to 5/25/2015

#### Evidence of Completion

Standards based assessments for all subject areas

### Action Step 2 5

Leadership personnel will train the faculty in the use of strategies designed to foster academic success for at-risk students (relationships, resilience, data analysis, individualizing instruction, confronting complexity--via Wonderful Wednesday sessions).

#### Person Responsible

Elizabeth Haas

#### Schedule

Quarterly, from 8/20/2014 to 6/3/2015

#### Evidence of Completion

Improved outcomes for lowest-quartile performers, as indicated by assessment data and course grades

**Action Step 3** 5

After-school tutoring will be provided to the lowest-quartile performers in reading and math.

**Person Responsible**

Terri Thompson

**Schedule**

Weekly, from 1/6/2015 to 3/6/2015

***Evidence of Completion***

Improved outcomes for lowest-quartile performers, as indicated by assessment data

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

***Evidence of Completion***

Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

***Evidence of Completion***

Student performance data will indicate growth.

**G3.** All teachers will collaboratively use data to improve the writing performance of all students. 1

G036246

**G3.B1** Limited access to leadership personnel 2

B086768

**G3.B1.S1** The principal, assistant principal, curriculum coordinator, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and to will serve as liaisons between the school and the district to troubleshoot and provide guidance. 4

S097463

### Strategy Rationale

To ensure that instructional personnel are equipped to intervene effectively with the lowest-performing students.

### Action Step 1 5

Leadership personnel will meet regularly with teachers to review their progress with the conferencing program implementation (meeting with the lowest-performing students to review data and provide individualized support).

#### Person Responsible

Judith Thayer

#### Schedule

Quarterly, from 8/25/2014 to 5/25/2015

#### Evidence of Completion

Completed conference forms, teacher data notebooks

### Action Step 2 5

Leadership personnel will train the faculty in the use of instructional strategies designed to foster student success with confronting complexity (questioning, text processing, composition, problem-solving, assessment--via early-release Wednesday sessions).

#### Person Responsible

Elizabeth Haas

#### Schedule

Biweekly, from 9/10/2014 to 5/27/2015

#### Evidence of Completion

Signed attendance rosters for training sessions

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

***Evidence of Completion***

Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

***Evidence of Completion***

Student performance data will indicate growth

**G3.B2 Motivation of lowest performers** 2

B100366

**G3.B2.S1** Teachers will conference weekly with LPA's lowest-performing students to intervene and provide support. 4

S111614

**Strategy Rationale**

Weekly conferences will deepen relationships between teachers and academically at-risk students and foster the motivation necessary for more successful performance.

**Action Step 1** 5

Teachers will meet weekly with the lowest-performing students to review data and provide individualized support.

**Person Responsible**

Craig Davis

**Schedule**

Weekly, from 8/25/2014 to 5/25/2015

**Evidence of Completion**

Completed conference forms, teacher data notebooks

**Action Step 2** 5

Leadership personnel will train the faculty in the use of strategies designed to foster academic success for at-risk students (relationships, resilience, data analysis, individualizing instruction, confronting complexity--via Wonderful Wednesday sessions).

**Person Responsible**

Elizabeth Haas

**Schedule**

Quarterly, from 8/20/2014 to 6/3/2015

**Evidence of Completion**

Improved outcomes for lowest-quartile performers, as indicated by assessment data and course grades

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/25/2014 to 6/12/2015

**Evidence of Completion**

Student performance data will indicate growth.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the conferencing program implementation (meeting with the lowest-performing students to review data and provide individualized support).	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks	5/25/2015 quarterly
G2.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the conferencing program implementation (meeting with the lowest-performing students to review data and provide individualized support).	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks	5/25/2015 quarterly

**St. Johns - 0472 - Liberty Pines Academy - 2014-15 SIP**  
*Liberty Pines Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Teachers will meet weekly with the lowest-performing students to review data and provide individualized support.	Davis, Craig	8/25/2014	Standards based assessments for all subject areas	5/25/2015 weekly
G1.B2.S1.A1	Teachers will meet weekly with the lowest performing students to review data and provide individualized support.	Davis, Craig	8/25/2014	Completed conference forms, teacher data notebooks	5/25/2015 weekly
G3.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the conferencing program implementation (meeting with the lowest-performing students to review data and provide individualized support).	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks	5/25/2015 quarterly
G3.B2.S1.A1	Teachers will meet weekly with the lowest-performing students to review data and provide individualized support.	Davis, Craig	8/25/2014	Completed conference forms, teacher data notebooks	5/25/2015 weekly
G1.B1.S1.A2	Leadership personnel will train the faculty in the use of instructional strategies designed to foster student success with confronting complexity (questioning, text processing, composition, problem-solving, assessment--via early-release Wednesday sessions).	Haas, Elizabeth	9/10/2014	Signed attendance rosters for training sessions	5/27/2015 biweekly
G2.B1.S1.A2	Leadership personnel will train the faculty in the use of instructional strategies designed to foster student success with confronting complexity (questioning, text processing, composition, problem-solving, assessment--via early-release Wednesday sessions).	Haas, Elizabeth	9/10/2014	Signed attendance rosters for training sessions	5/27/2015 biweekly
G3.B1.S1.A2	Leadership personnel will train the faculty in the use of instructional strategies designed to foster student success with confronting complexity (questioning, text processing, composition, problem-solving, assessment--via early-release Wednesday sessions).	Haas, Elizabeth	9/10/2014	Signed attendance rosters for training sessions	5/27/2015 biweekly
G1.B2.S1.A2	Leadership personnel will train the faculty in the use of strategies designed to foster academic success for at-risk students (relationships, resilience, data analysis, individualizing instruction, confronting complexity--via Wonderful Wednesday sessions).	Haas, Elizabeth	8/20/2014	Improved outcomes for lowest-quartile performers, as indicated by assessment data and course grades	6/3/2015 quarterly
G2.B2.S1.A2	Leadership personnel will train the faculty in the use of strategies designed to foster academic success for at-risk students (relationships, resilience, data analysis, individualizing instruction, confronting complexity--via Wonderful Wednesday sessions).	Haas, Elizabeth	8/20/2014	Improved outcomes for lowest-quartile performers, as indicated by assessment data and course grades	6/3/2015 quarterly
G3.B2.S1.A2	Leadership personnel will train the faculty in the use of strategies designed to foster academic success for at-risk students (relationships, resilience, data analysis, individualizing instruction, confronting complexity--via Wonderful Wednesday sessions).	Haas, Elizabeth	8/20/2014	Improved outcomes for lowest-quartile performers, as indicated by assessment data and course grades	6/3/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3	After-school tutoring will be provided to the lowest-quartile performers in reading and math.	Thompson, Terri	1/6/2015	Improved outcomes for lowest-quartile performers, as indicated by assessment data	3/6/2015 weekly
G2.B2.S1.A3	After-school tutoring will be provided to the lowest-quartile performers in reading and math.	Thompson, Terri	1/6/2015	Improved outcomes for lowest-quartile performers, as indicated by assessment data	3/6/2015 weekly
G1.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth.	6/12/2015 quarterly
G1.B1.S1.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth	6/12/2015 quarterly
G1.B1.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades	6/3/2015 quarterly
G1.B2.S1.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth.	6/12/2015 quarterly
G1.B2.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades	6/3/2015 weekly
G2.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth.	6/12/2015 quarterly
G2.B1.S1.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth	6/12/2015 quarterly
G2.B1.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades	6/3/2015 quarterly
G2.B2.S1.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth.	6/12/2015 quarterly
G2.B2.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades	6/3/2015 quarterly
G3.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth.	6/12/2015 quarterly
G3.B1.S1.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth	6/12/2015 quarterly
G3.B1.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades	6/3/2015 quarterly
G3.B2.S1.MA1	Review assessment data	Thayer, Judith	8/25/2014	Student performance data will indicate growth.	6/12/2015 quarterly
G3.B2.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/25/2014	Completed conference forms, teacher data notebooks, signed training rosters, tutoring attendance records, assessment data, course grades	6/3/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for reading.

### **G1.B1** Limited access to leadership personnel

**G1.B1.S1** The principal, assistant principal, curriculum coordinator, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and to will serve as liaisons between the school and the district to troubleshoot and provide guidance.

#### **PD Opportunity 1**

Leadership personnel will meet regularly with teachers to review their progress with the conferencing program implementation (meeting with the lowest-performing students to review data and provide individualized support).

##### **Facilitator**

Instructional Literacy Coach, Testing Coordinator, Curriculum Resource Coordinator, Assistant Principal, Principal

##### **Participants**

Faculty

##### **Schedule**

Quarterly, from 8/25/2014 to 5/25/2015

#### **PD Opportunity 2**

Leadership personnel will train the faculty in the use of instructional strategies designed to foster student success with confronting complexity (questioning, text processing, composition, problem-solving, assessment--via early-release Wednesday sessions).

##### **Facilitator**

Assistant Principal, Curriculum Resource Coordinator, Instructional Literacy Coach, Testing Coordinator

##### **Participants**

Faculty

##### **Schedule**

Biweekly, from 9/10/2014 to 5/27/2015

## **G1.B2** Motivation of lowest performers

**G1.B2.S1** Teachers will conference weekly with LPA's lowest-performing students to intervene and provide support.

### **PD Opportunity 1**

Leadership personnel will train the faculty in the use of strategies designed to foster academic success for at-risk students (relationships, resilience, data analysis, individualizing instruction, confronting complexity--via Wonderful Wednesday sessions).

#### **Facilitator**

Assistant Principal, Curriculum Resource Coordinator

#### **Participants**

Faculty

#### **Schedule**

Quarterly, from 8/20/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for reading.	4,000
<b>Goal 2:</b> All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for math.	4,000
<b>Grand Total</b>	<b>8,000</b>

### Goal 1: All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for reading.

Description	Source	Total
B2.S1.A3	General Fund	4,000
<b>Total Goal 1</b>		<b>4,000</b>

### Goal 2: All teachers will collaboratively use data to address the learning needs of students in the lowest-performing quartile for math.

Description	Source	Total
B2.S1.A3	General Fund	4,000
<b>Total Goal 2</b>		<b>4,000</b>