



## Valley Ridge Academy

105 GREENLEAF DR, Ponte Vedra, FL 32081

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

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

%

### School Grades History

Year

Grade

### 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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## 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**

We are currently working on our Mission with the help and guidance of our SAC Team. As we are in application for Primary Years and Middle Years IB, our vision will focus on creating Internationally minded students.

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

Our vision will seek to recognize the common humanity within our students and to ensure that our students are aware of their role in the community.

#### School Environment

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

During homeroom each day the teacher and students have the opportunity to get to know each other. Our teacher's have been introduced to Capturing Kids Hearts, which is a program on building student relationship. As we progress through the program, we will all learn how to build and develop relationships between teachers and students. Teachers are able to create social contracts with their classes and spend time sharing "good news," which is an excellent way for teachers and students to learn more about each others.

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

Valley Ridge will hold quarterly behavior expectation assemblies where we discuss the rules, but also about how we have to look out for each other. We must be respectful and caring so we can all get along and "live" in such a tight space. We are constantly reinforcing good behavior and recognizing good character. By using the Operation Hedgehog and Student-to-Student programs, all levels of students will learn about positive behavior.

##### **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**

Behavioral expectations have been developed by a team of teachers, parents and administrators. These expectations are shared with staff and students through assemblies each quarter. By having consistency throughout the school, staff and students model acceptable behavior. In the event an expectation is not met the consequences are as follows: 1st - verbal warning, 2nd - parent communication; 3rd - lunch detention; 4th - referral.

##### **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**

There are two school counselors at Valley Ridge Academy who are available for student's social and emotional needs. Student's may be referred to the counselor by another student, parent(s) or teacher. If a student's needs are to great for the counselor, then outside services are recommended. The counselors work with the families to ensure students receive needed assistance.

### 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	
Attendance below 90 percent	0	7	4	2	2	6	5	17	43
One or more suspensions	0	0	0	1	2	0	1	9	13
Course failure in ELA or Math	3	2	1	0	0	1	1	1	9
Level 1 on statewide assessment	0	0	0	0	10	9	9	1	29

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

Indicator	Grade Level				Total
	1	5	6	7	
Students exhibiting two or more indicators	1	2	2	3	8

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

MTSS core team intervention  
Parent Conferencing  
ELA / math plans written for intervention..

### 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**

We will address students with early warning systems in our MTSS meetings. We will discuss each child to determine the best way to help him/her. To prevent some academic concerns, we have placed all students with FCAT Reading level 1 & 2 in to Intensive Reading. Students with an FCAT Math level 1 & 2 have been placed in to small group lower level math classes.

**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**

We will work towards building a positive image for Valley Ridge Academy by building lasting relationships with our parents. To accomplish this goal, the VRA website will be updated weekly with all pertinent information. An electronic newsletter will be published on the first Friday of each month. The district provided AlertNow system will be used to contact parents quickly with pressing information. Curriculum Chats and other information evening events will be held for each grade level. The VRA PTO also works hard to offer events that encourage family participation including the Fall Festival, Spring Festival, Book Fair, Family Movie Night and a Fun Run.

**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
King, Wayne	Principal
Hudson, Julie	Assistant Principal
Dresback, Aletha	Other
McCormick, Ashley	Instructional Coach
Lee, James	Other

**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 the school-based team is implementing and conducting assessment of skills, ensures implementation of intervention support and documentation, ensures adequate professional development, and communicates with parents regarding school-based plans.

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

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

***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 goal is to ensure that all students make Learning Gains and that our families are informed. We have weekly RTI / MTSS meetings and highlight the people responsible and the resources to ensure progress.

We have allocated our entire SAI Budget to Tier 2 interventions to include Reading Plus / Core Five and Symphony Math.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Wayne King	Principal
Jeanne Snowdon	Teacher
Amy Zobel	Parent
Tiffany Davis-Baer	Parent
Linda M. Smith	Parent
Linda Goodwin	Teacher
Armartes Williams	Teacher
Karen Wolfe	Business/Community
Bill Fehling	Education Support Employee
Holly Southworth	Teacher
Stephanie Barley	Teacher
Holly Nover	Teacher
Christine Dewees	Teacher
Janine Beaulieu	Teacher
Loretta Nerbonne	Education Support Employee
Wynton Hardy	Education Support Employee
Cait Belland	Student

#### 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*

N/A

*Development of this school improvement plan*

Development of the plan will be with School Leaders and the core SAC Team.

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

The SAC budget is approximately \$1000, which will be used to supplement the SIP goals.

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

N/A

**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
King, Wayne	Principal
Hudson, Julie	Assistant Principal
Dresback, Aletha	Other
McCormick, Ashley	Instructional Coach
Lee, James	Other

**Duties**

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

The Literacy Leadership Team will meet with small groups of teachers on a monthly basis for the purpose of aligning reading goals, developing scopes and sequences for project based-learning and implementation of the 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**

All of our Primary <K5> teachers have built in PLC time bi-weekly. The idea here is to build community and to see common practices in place. Our middle school teachers have subject area planning every day.

The goal is to highlight data and use the data to drive instruction.

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

By attending job fairs, and referring to the hiring authority within the district's paperless application system, we are able to hire teachers within the appropriate field who are highly qualified. The leadership team will provide intensive staff development programs and a mentor.

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

All teachers new to the St. Johns County School District and Valley Ridge Academy will be paired with a veteran teacher in his/her field or grade level to develop a portfolio to verify educator competencies. Meetings will be held on a weekly basis.

**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***

All students below grade level will be placed in an Intensive Reading Class. The class will be taught by content area teachers and will focus on high yield strategies.

All primary teachers will be trained in Linguistics and worked to create that reading foundation for all students. The Intensive Math students will be placed in a class with lower numbers, 10-15, and will work through Think Through Math or Symphony Math depending on their level.

#### ***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:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

## 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**

We will collaborate with our feeder high school , Nease High School, and bring our eighth grade class there for an orientation. This will provide them the opportunity to view the high school campus and see the culture. Representation for NHS will also come here to VRA for an assembly.

### 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.** If we target and teach the Civics Standards and seek ways to help students apply those standards, through Project Based Learning, PBL, then student performance on the Civics EOC will improve.
- G2.** If we target our lowest quartile in reading and provide intensive, high yield instructional strategies, we will increase student achievement in reading.
- G3.** If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase.

## 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.** If we target and teach the Civics Standards and seek ways to help students apply those standards, through Project Based Learning, PBL, then student performance on the Civics EOC will improve. 1a

G044983

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

**Resources Available to Support the Goal** 2

- We will use school funding to bring in guest speakers to engage students in Civics concepts.

**Targeted Barriers to Achieving the Goal** 3

- Cross Curriculum planning to infuse the focus of writing on civics concepts.

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

Implementation of PBL

**Person Responsible**

James Lee

**Schedule**

Monthly, from 9/26/2014 to 9/26/2014

**Evidence of Completion**

Participation in aligned PBL Projects.

**G2.** If we target our lowest quartile in reading and provide intensive, high yield instructional strategies, we will increase student achievement in reading. 1a

G037318

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	85.0

**Resources Available to Support the Goal** 2

- SAI Dollars.
- School Based Funding

**Targeted Barriers to Achieving the Goal** 3

- Time to teach reading strategies in content area courses.

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

Progress will be charted and shared with parents. Evidence will also be pulled from the data discussions in other content areas.

**Person Responsible**

Ashley McCormick

**Schedule**

Weekly, from 9/26/2014 to 9/26/2014

**Evidence of Completion**

Data from Reading Plus / Lexia /Core Five.

**G3.** If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase. 1a

G037317

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

**Resources Available to Support the Goal** 2

- With the implementation of PYP/ MYP IB a focus on writing across the curriculum will be the culture. We will use resources available to train teachers on this philosophy.

**Targeted Barriers to Achieving the Goal** 3

- Training on new writing standards.

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

Will review the School / District writing prompt data and the writing components in the DBQs.

**Person Responsible**

Ashley McCormick

**Schedule**

Monthly, from 9/19/2014 to 9/19/2014

**Evidence of Completion**

Reviewing the evidence for the different assessments to seek alignment.

## 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.** If we target and teach the Civics Standards and seek ways to help students apply those standards, through Project Based Learning, PBL, then student performance on the Civics EOC will improve. **1**

 G044983

**G1.B1** Cross Curriculum planning to infuse the focus of writing on civics concepts. **2**

 B119235

**G1.B1.S1** Communicating with district leadership to have Social Studies Coordinator lead staff development, **4**

 S132275

#### Strategy Rationale

District leadership will form a Civics teacher cohort in order to share best practices.

#### Action Step 1 **5**

Review formative data in order to plan cohesive lessons.

#### Person Responsible

James Lee

#### Schedule

Biweekly, from 10/2/2014 to 10/2/2014

#### Evidence of Completion

Data discussions and PD Development will be framed from these meetings.

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

Data Discussions on a bi-weekly basis will be important.

**Person Responsible**

Aletha Dresback

**Schedule**

Biweekly, from 10/2/2014 to 6/2/2015

***Evidence of Completion***

The Evidence will be seen in the data and logged in the staff development, deliberate practice.

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

The depth of student responses will be the key to the monitoring process.

**Person Responsible**

Aletha Dresback

**Schedule**

Monthly, from 9/26/2014 to 9/26/2014

***Evidence of Completion***

Student Data.

**G2.** If we target our lowest quartile in reading and provide intensive, high yield instructional strategies, we will increase student achievement in reading. 1

G037318

**G2.B1** Time to teach reading strategies in content area courses. 2

B089578

**G2.B1.S1** Create a cross-curriculum platform where Reading Strategies are infused in all content areas.

4

S132283

### Strategy Rationale

This will create the time and provide the opportunity to transfer, thus learning the content.

### Action Step 1 5

Identifying the students and through the development of the master schedule provide to opportunity for student success. Students placed in an IR Class and the high yield strategies coupled with developing a Learner Profile become culture.

#### Person Responsible

Julie Hudson

#### Schedule

Daily, from 9/26/2014 to 9/26/2014

#### Evidence of Completion

View data from Reading Plus / Lexia / Core Five.

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

Data Discussions and Progress through Reading PPlus

#### Person Responsible

Ashley McCormick

#### Schedule

Biweekly, from 9/26/2014 to 9/26/2014

#### Evidence of Completion

Notes from the data discussion and evidence from RTI meetings.

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

As Reading is most important the monitoring is weekly and from a variety of sources.

**Person Responsible**

Ashley McCormick

**Schedule**

Weekly, from 9/26/2014 to 9/26/2014

**Evidence of Completion**

Data from Reading Plus / Lexia.

**G3.** If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase. 1

 G037317

**G3.B1** Training on new writing standards. 2

 B089577

**G3.B1.S1** Provide aligned PLC time by grade level to focus on the importance of writing. 4

 S126258

**Strategy Rationale**

Exposure to the content and the integration across subject areas will increase the performance.

**Action Step 1 5**

Core teachers will assign writing as an aligned part of each unit.

**Person Responsible**

Ashley McCormick

**Schedule**

Monthly, from 8/1/2014 to 9/19/2014

**Evidence of Completion**

Monthly Writing Prompts

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

View the data from the prompts.

**Person Responsible**

Ashley McCormick

**Schedule**

Monthly, from 9/19/2014 to 9/19/2014

**Evidence of Completion**

We will meet in PLC format to review the data and address the concerns accordingly.

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

Observe d and collaborate with our IB Coordinator to ensure the cross curricular piece in Writing is done with fidelity.

**Person Responsible**

Ashley McCormick

**Schedule**

Monthly, from 9/19/2014 to 9/19/2014

**Evidence of Completion**

Data from the Prompts.

**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
G3.B1.S1.A1	Core teachers will assign writing as an aligned part of each unit.	McCormick, Ashley	8/1/2014	Monthly Writing Prompts	9/19/2014 monthly
G1.B1.S1.A1	Review formative data in order to plan cohesive lessons.	Lee, James	10/2/2014	Data discussions and PD Development will be framed from these meetings.	10/2/2014 biweekly
G2.B1.S1.A1	Identifying the students and through the developement of the master schedule provide to opportunity for student success. Students placed in an IR Class and the high yield strategies coupled with developing a Learner Profile become culture.	Hudson, Julie	9/26/2014	View data from Reading Plus / Lexia / Core Five.	9/26/2014 daily
G1.MA1	Implementation of PBL	Lee, James	9/26/2014	Participation in aligned PBL Projects.	9/26/2014 monthly
G1.B1.S1.MA1	The depth of student responses will be the key to the monitoring process.	Dresback, Aletha	9/26/2014	Student Data.	9/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Data Discussions on a bi-weekly basis will be important.	Dresback, Aletha	10/2/2014	The Evidence will be seen in the data and logged in the staff development, deliberate practice.	6/2/2015 biweekly
G2.MA1	Progress will be charted and shared with parents. Evidence will also be pulled from the data discussions in other content areas.	McCormick, Ashley	9/26/2014	Data from Reading Plus / Lexia /Core Five.	9/26/2014 weekly
G2.B1.S1.MA1	As Reading is most important the monitoring is weekly and from a variety of sources.	McCormick, Ashley	9/26/2014	Data from Reading Plus / Lexia.	9/26/2014 weekly
G2.B1.S1.MA1	Data Discussions and Progress through Reading PLusl	McCormick, Ashley	9/26/2014	Notes from the data discussion and evidence from RTI meetings.	9/26/2014 biweekly
G3.MA1	Will review the School / District writing prompt data and the writing components in the DBQs.	McCormick, Ashley	9/19/2014	Reviewing the evidence for the different assessments to seek alignment.	9/19/2014 monthly
G3.B1.S1.MA1	Observe d and collaborate with our IB Coordinator to ensure the cross curricular piece in Writing is done with fidelity.	McCormick, Ashley	9/19/2014	Data from the Prompts.	9/19/2014 monthly
G3.B1.S1.MA1	View the data from the prompts.	McCormick, Ashley	9/19/2014	We will meet in PLC format to review the data and address the concerns accordingly.	9/19/2014 monthly

## 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.** If we target and teach the Civics Standards and seek ways to help students apply those standards, through Project Based Learning, PBL, then student performance on the Civics EOC will improve.

**G1.B1** Cross Curriculum planning to infuse the focus of writing on civics concepts.

**G1.B1.S1** Communicating with district leadership to have Social Studies Coordinator lead staff development,

### **PD Opportunity 1**

Review formative data in order to plan cohesive lessons.

#### **Facilitator**

Traivs Brown / James Lee / Aletha Dresback

#### **Participants**

All Social Studies and ELA Teachers.

#### **Schedule**

Biweekly, from 10/2/2014 to 10/2/2014

**G2.** If we target our lowest quartile in reading and provide intensive, high yield instructional strategies, we will increase student achievement in reading.

**G2.B1** Time to teach reading strategies in content area courses.

**G2.B1.S1** Create a cross-curriculum platform where Reading Strategies are infused in all content areas.

### **PD Opportunity 1**

Identifying the students and through the development of the master schedule provide to opportunity for student success. Students placed in an IR Class and the high yield strategies coupled with developing a Learner Profile become culture.

#### **Facilitator**

IB World Training.

#### **Participants**

All Administration team coupled with selected teachers,

#### **Schedule**

Daily, from 9/26/2014 to 9/26/2014

**G3.** If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase.

**G3.B1** Training on new writing standards.

**G3.B1.S1** Provide aligned PLC time by grade level to focus on the importance of writing.

**PD Opportunity 1**

Core teachers will assign writing as an aligned part of each unit.

**Facilitator**

Instructional Literacy Coach

**Participants**

Teachers by grade level

**Schedule**

Monthly, from 8/1/2014 to 9/19/2014

## 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> If we target and teach the Civics Standards and seek ways to help students apply those standards, through Project Based Learning, PBL, then student performance on the Civics EOC will improve.	1,000
<b>Goal 2:</b> If we target our lowest quartile in reading and provide intensive, high yield instructional strategies, we will increase student achievement in reading.	2,500
<b>Goal 3:</b> If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase.	3,000
<b>Grand Total</b>	<b>6,500</b>

**Goal 1: If we target and teach the Civics Standards and seek ways to help students apply those standards, through Project Based Learning, PBL, then student performance on the Civics EOC will improve.**

Description	Source	Total
<b>B1.S1.A1</b> - Additional funding will be necessary in order to bring in guest speakers.	General Fund	1,000
<b>Total Goal 1</b>		<b>1,000</b>

**Goal 2: If we target our lowest quartile in reading and provide intensive, high yield instructional strategies, we will increase student achievement in reading.**

Description	Source	Total
<b>B1.S1.A1</b> - Providing training in high yield strategies will be an ongoing ideal.	General Fund	2,500
<b>Total Goal 2</b>		<b>2,500</b>

**Goal 3: If we implement non-negotiable writing standards for each grade level and embed ongoing assessments across the curriculum in Science, Social Studies, Math and Language Arts then student proficiency will increase.**

Description	Source	Total
<b>B1.S1.A1</b> - SAI	Other	3,000
<b>Total Goal 3</b>		<b>3,000</b>