

A word cloud graphic featuring various terms related to education and community. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'instruction', 'family', 'strategic', 'goals', 'collaborative', 'mission', 'vision', 'community', 'involvement', 'planning', 'building', 'relationships', 'needs', 'assessment', 'ambitious', 'strategies', 'resources', 'effective', 'leadership', 'supportive', 'environment', '8-Step', 'problem', 'solving', 'step', 'zero', 'college', 'and', 'career', 'public', 'and', 'achievement', 'and', 'mission', 'vision'. The words are in various sizes and colors (blue, yellow, orange, grey).

Minneola Elementary Conversion Charter School

320 E PEARL ST, Minneola, FL 34715

<http://lake.k12.fl.us/moe>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

55%

Alternative/ESE Center

No

Charter School

Yes

Minority

44%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

School Board Approval

This plan is pending approval by the Lake 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

With the help of the home and the community we provide a nurturing, supportive, learning environment so students may reach their full potential and become responsible, contributing citizens of the world.

Provide the school's vision statement

We are Galloping to Success.

School Environment

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

Relationships between students, teachers, families and community are important to overall school success. Minneola Elementary has a very active Parent-Teacher Organization that offers many family activities throughout the year. Additionally, teachers are required to make positive parent contact within the first 9 weeks to every family. Additionally, we had a professional development speaker who discussed issues of culture and high expectations for all students. We have an active English Language Learners program which reaches addresses the needs to students who are in the process of learning the English language.

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

Our school uses the Positive Behavior Support model which establishes consistent rules and expectations for safe and respectful behavior both on campus and during transportation times. We have a "bully box" where students can address concerns about bullying on the campus. We also follow the Lake County Schools Code of Student Conduct to address unsafe or disrespectful 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

Training on our PBS model occurred during teacher professional development during pre-planning and is reinforced at faculty meetings throughout the year. We have school wide policies regarding classroom based interventions and administrative events. Teachers use a universal color chart to communicate the child's behavior to families. Additionally, training is given to paraprofessional to aid in their understanding of universal school rules and procedures. During lunchtime we use a "cup" system which allows us to address class wide behavior using similar protocols for all teachers. The students behavior is then reported to the teacher, with an incentive for using appropriate lunchroom behavior. All of these protocols are included in the teacher handbook and staff handbook which is given to all employees. They are also trained on procedures and monitored by administration for implementation.

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

With the assistance of our Guidance Counselor students who are at-risk or have social-emotional needs can be placed in a variety of programs with parent permission. We have the Elementary Mentorship Program where students meet with a caring and screened adult during their lunchtime weekly to help build positive relationships. Those students who are in need of additional counseling can be referred to a therapy program which provides on-site counseling to those students whose parents feel is necessary. Our Guidance Counselor also conducts "Lunch Bunch" groups for students who may need additional help in social-emotional skills.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Parent Involvement targets for Minneola Elementary include parent participation in after-school events, including parent-teacher nights, Parent-teacher organization, fall festivals, movie nights and

other special events. Parents are notified through a variety of media including, phone calls, messages and internet updates. Communication also occurs through student agendas, where school-wide behavioral expectations are communicated daily with parents. Parent/Teacher Conferences, and Open House are also conducted throughout the year to communicate on child's progress. Teachers are required to make a parent phone call if a students grade drops a letter grade.

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 partner with the Kiwanis Club of Minneola to support our students reaching behavioral expectations through the terrific kid program. Additionally, we have partnerships with several local after-school organizations which provide access to many different types of activities after-school that students can be involved in. These include; Tri-City Twirlers, After School Music, Dance and various clubs.

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
Watts, Sherry	Principal
Zamora, Guido	Assistant Principal
Dison, Kim	Dean

Duties

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

Sherry Watts, Principal, serves as the Instructional Leader for the building. She has created several teams including a primary leadership team, a professional development team, and many committees to practice in shared decision making. The leadership team is comprised of Principal, Assistant Principal, Dean, Guidance Counselor, Literacy Coach, ESE School Specilaist, Curriculum Resource Teacher, and the Testing Specialist. The Professional Development team is comprised of teachers from various grade levels and members of the leadership team, which give input on a range of school decisions including curriculum planning, reflective teaching, rubrics and scales, and other vital school decisions. These groups often work together to plan for the direction the school will take in a variety of areas. Instructional and Teacher Leadership is essential to the workings of the school.

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

In order to make sure that resources are properly aligned, our Principal, works closely with our Charter School Board, bookkeeping, account, and leadership team to ensure that all resources are aligned to school goals. Personnel resources are determined based upon student enrollment and class size requirements. Additional personnel decisions are based upon the needs to the school as

determined by the Principal in consultation with the , Charter Board, accountant, and Leadership Team. Meetings with the Charter Board are held on a monthly and as-needed basis. Inventory is maintained through the data entry clerk for tracks all school equipment. Additional records are maintained through the bookkeeping office.

Exceptional Student Education funds (IDEA Funds) are determined utilizing a team comprised of administration, ESE School Specialist and both general and special education teachers. These teachers utilize data to determine program focus and goals Resources are then purchased to maximize impact for ESE Students. These meetings are held when funds are appropriated and then to review progress towards the goals throughout the remainder of the year. ESE School Specialist keeps an inventory of ESE purchases and distribution.

Our Guidance Counselor coordinates the programs related to McKinney Vento Act and migrant and military students. Our Curriculum Resource Teacher, works with Title IX tutoring provided to students covered under the McKinney Vento Act. They work closely with our school social worker to ensure that the programs, resources, and family services are in place to support the families.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr.David Hosman	Business/Community
Ardena Lewis	Business/Community
William McCoy	Parent
Lori Sokoloski	Business/Community
Ruth Steckman	Business/Community

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

Our Charter Board serves as our SAC. The Board evaluated last years plan and projection for growth. Growth targets were not met. The school has worked closely with all teachers and staff to ensure targeted growth, with monitoring plan were in place; including grade level and classroom goals which will be monitored on a quarterly basis.

Development of this school improvement plan

The Charter Board is involved by reviewing, revising and approving the SIP during its intital development. Additionally, The Charter Board will monitor the school improvment plan for implementation and progress.

Preparation of the school's annual budget and plan

This is completed at the Charter Board meeting with the assistance of the Principal and Accountant.

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

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
	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Celebrate Literacy Week, Superintendent's Reading Challenge, Sunshine State Readers, Complex text across grade-levels. Accelerated Reading Program is promoted in grades K-5.

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

Grade Levels Teams have common planning time. Each grade level meets weekly with the support from administration and instructional coaches as necessary. Every two weeks teams are brought to planning meetings in which topics and agendas provided by the leadership team are introduced and monitored. These topics are meant to encourage reflective teaching and collaboration among members within a supported environment.

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

In order to recruit and retain highly effective teachers, our school has implemented a teacher mentoring program where new teachers are paired with an experienced teacher to provide mentoring support. Additionally, through the teacher evaluation system, our teachers have a variety of walkthrough coaching and mentoring with our administration. In terms of critical shortage areas, we have several ESE teachers, who also have access to coaching, mentoring and support through our ESE School Specialist. We provide access to professional learning communities and access to targeted professional development for our teachers.

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

New teachers will be paired with seasoned teachers for assistance. Teachers have access to common planning times. Support will be given so that new teachers are able to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices by providing coverage for both teachers classrooms. Data chats will also hone the new teachers skills in understanding student data and making data driven instructional decisions.

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

The School utilizes the Scope and Sequence and Curriculums Blueprints provided by Lake County Schools. Following the Blueprints is a top priority. Teachers will be provided training on the blueprints through ongoing meetings, trainings, planning and monitoring. Teachers also collaborate within the grade level to work on lesson planning, and standards based instructional strategies.

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

In addition to the Multi-Tiered System of Supports process in place; the school also uses frequent data chats to determine instructional needs of the students and guide teachers in utilizing data. A reading enrichment block has been created to provide additional supports to students needing modified assistance as well as enhancing the skills of those meeting proficiency standards. Differentiated Instruction materials are available to teachers through both the MTSS process and accessible through the Curriculum Resource Teacher.

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: Before School Program

Minutes added to school year: 0

Our Extended Learning Center provides before and after school care to children in grades Pre-K through 5th whose parents elect to have them in the program. Students are able to attend Homework Help sessions provided by certified teachers.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Watts, Sherry, wattss@lake.k12.fl.us

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

Attendance is collected through the ELC program.

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

Minneola Elementary School offers VPK programs for local students to attend. Additionally, we have a program for incoming Kindergarten students, entitled Stepping Stones. Stepping Stones is held in the months of April, May and June for students who will be attending Kindergarten the following school year. Students and parents are invited to attend these events, held in the evening, to meet the

teachers, become familiar with the building, and participate in academic activities. These events are advertised on the website, at local child care facilities, and other community agencies.

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

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

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Technology- 90% of teachers will attend and implement new online resources and attend trainings on technology integration in the classroom.
- G2.** School safety/Bullying
- G3.** Improvement on FSA Assessment

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. Technology- 90% of teachers will attend and implement new online resources and attend trainings on technology integration in the classroom. 1a

Targets Supported 1b

 G044781

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- Innovative Learning Specialist on Campus
- Digital Classroom Plan

Targeted Barriers to Achieving the Goal 3

- Lack of ability to utilize current resources effectively

Plan to Monitor Progress Toward G1. 8

Teacher surveys, walkthroughs, and data from online learning resources on implementation

Person Responsible

Guido Zamora

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Utilization of the resources based on data from multiple sources described above.

G2. School safety/Bullying 1a

G044613

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	15.0

Resources Available to Support the Goal 2

- Positive Behavior Support System
- Additional Assistance in the Cafeteria and Recess
- Guidance counselor

Targeted Barriers to Achieving the Goal 3

- Classroom Management System

Plan to Monitor Progress Toward G2. 8

Discipline Referrals. Horseshoe Data

Person Responsible

Kim Dison

Schedule

Weekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Discipline referrals and classes earning all horseshoes for the week.

G3. Improvement on FSA Assessment 1a

G044436

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	72.0
FCAT 2.0 Science Proficiency	70.0
Level 1 - All Grades	12.0

Resources Available to Support the Goal 2

- Thinking Maps Implementation
- Targeted Professional Development and Learning Communities

Targeted Barriers to Achieving the Goal 3

- Teacher Knowledge

Plan to Monitor Progress Toward G3. 8

Increased student achievement through use of high effect strategy.

Person Responsible

Kim Dison

Schedule

Every 6 Weeks, from 9/10/2014 to 6/10/2015

Evidence of Completion

FAIR Assessment, Benchmark Assessment, Published Products, Unit Summative Assessments

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. Technology- 90% of teachers will attend and implement new online resources and attend trainings on technology integration in the classroom. **1**

 **G044781**

G1.B2 Lack of ability to utilize current resources effectively **2**

 **B110338**

G1.B2.S1 Implementation of Online Learning Resources in 90% of the classrooms. **4**

 **S121785**

Strategy Rationale

Students engaged in online learning resources will be better prepared to master the state assessment.

Action Step 1 **5**

Implement new online resources in 90% of classroom by the June 2015

Person Responsible

Guido Zamora

Schedule

On 6/5/2015

Evidence of Completion

Attendance at trainings. Walkthroughs with technology resources

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

Fidelity will be monitored through attendance at trainings, follow-up trainings, and walkthroughs.

Person Responsible

Guido Zamora

Schedule

Every 6 Weeks, from 9/10/2014 to 6/10/2015

Evidence of Completion

Attendance records, walkthrough data, observations, and teacher feedback surveys

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

Teacher feedback forms will be used to monitor the effectiveness of technology integration of online resources.

Person Responsible

Guido Zamora

Schedule

Quarterly, from 9/10/2014 to 6/5/2015


Evidence of Completion

Teacher surveys and walkthroughs.

G2. School safety/Bullying 1

 G044613

G2.B1 Classroom Management System 2

 B109774

G2.B1.S1 School will implement PBS in all classrooms and provide mentoring and support to new teachers to assist with classroom management. 4

 S121251

Strategy Rationale

Classroom management and proactive resources can prevent discipline referrals and incidents from occurring.

Action Step 1 5

Implement School-wide OBS programs

Person Responsible

Kim Dison

Schedule

Weekly, from 8/20/2014 to 6/5/2015

Evidence of Completion

Discipline Referrals decrease

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

Implementation of "Cup" System in lunchroom

Person Responsible

Kim Dison

Schedule

Weekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Number of "Horseshoes" earned by each class each week in common areas. Discipline Referrals.

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

Decrease in referrals. Increase in positive Behaviors.

Person Responsible

Kim Dison

Schedule

Weekly, from 9/12/2014 to 6/5/2015


Evidence of Completion

Discipline Referrals.


G3. Improvement on FSA Assessment 1

 G044436

G3.B3 Teacher Knowledge 2

 B109178

G3.B3.S1 Targeted professional development in the area of learning goals and scales. 4

 S120693

Strategy Rationale

Increased knowledge in a high effect area according to Marzano.

Action Step 1 5

Implement professional learning communities monthly to increase teacher knowledge and understanding of learning goals and scales.

Person Responsible

Kim Dison

Schedule

Monthly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Improvement on teacher observations and self-reflection.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Attendance in professional development & teacher observations

Person Responsible

Kim Dison

Schedule

Monthly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Attendance records reviewed monthly. Teacher observation reviewed twice per year.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

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.B3.S1.A1	Implement professional learning communities monthly to increase teacher knowledge and understanding of learning goals and scales.	Dison, Kim	9/10/2014	Improvement on teacher observations and self-reflection.	6/10/2015 monthly
G2.B1.S1.A1	Implement School-wide OBS programs	Dison, Kim	8/20/2014	Discipline Referrals decrease	6/5/2015 weekly
G1.B2.S1.A1	Implement new online resources in 90% of classroom by the June 2015	Zamora, Guido	9/10/2014	Attendance at trainings. Walkthroughs with technology resources	6/5/2015 one-time
G1.MA1	Teacher surveys, walkthroughs, and data from online learning resources on implementation	Zamora, Guido	9/26/2014	Utilization of the resources based on data from multiple sources described above.	6/5/2015 monthly
G1.B2.S1.MA1	Teacher feedback forms will be used to monitor the effectiveness of technology integration of online resources.	Zamora, Guido	9/10/2014	Teacher surveys and walkthroughs.	6/5/2015 quarterly
G1.B2.S1.MA1	Fidelity will be monitored through attendance at trainings, follow-up trainings, and walkthroughs.	Zamora, Guido	9/10/2014	Attendance records, walkthrough data, observations, and teacher feedback surveys	6/10/2015 every-6-weeks
G2.MA1	Discipline Referrals. Horseshoe Data	Dison, Kim	9/12/2014	Discipline referrals and classes earning all horseshoes for the week.	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Decrease in referrals. Increase in positive Behaviors.	Dison, Kim	9/12/2014	Discipline Referrals.	6/5/2015 weekly
G2.B1.S1.MA1	Implementation of "Cup" System in lunchroom	Dison, Kim	9/12/2014	Number of "Horseshoes" earned by each class each week in common areas. Discipline Referrals.	6/5/2015 weekly
G3.MA1	Increased student achievement through use of high effect strategy.	Dison, Kim	9/10/2014	FAIR Assessment, Benchmark Assessment, Published Products, Unit Summative Assessments	6/10/2015 every-6-weeks
G3.B3.S1.MA1	[no content entered]			one-time	
G3.B3.S1.MA1	Attendance in professional development & teacher observations	Dison, Kim	9/10/2014	Attendance records reviewed monthly. Teacher observation reviewed twice per year.	6/10/2015 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. Technology- 90% of teachers will attend and implement new online resources and attend trainings on technology integration in the classroom.

G1.B2 Lack of ability to utilize current resources effectively

G1.B2.S1 Implementation of Online Learning Resources in 90% of the classrooms.

PD Opportunity 1

Implement new online resources in 90% of classroom by the June 2015

Facilitator

John Watson

Participants

All Teachers

Schedule

On 6/5/2015

G3. Improvement on FSA Assessment

G3.B3 Teacher Knowledge

G3.B3.S1 Targeted professional development in the area of learning goals and scales.

PD Opportunity 1

Implement professional learning communities monthly to increase teacher knowledge and understanding of learning goals and scales.

Facilitator

Professional Development Team

Participants

All Teachers

Schedule

Monthly, from 9/10/2014 to 6/10/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0