

The Alva School



2014-15 School Improvement Plan

The Alva School

17500 CHURCH AVE, Alva, FL 33920

<http://ave.leeschools.net/>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

No

Minority

26%

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 Lee 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 17 |
| Goals Summary | 17 |
| Goals Detail | 17 |
| Action Plan for Improvement | 19 |
| Appendix 1: Implementation Timeline | 25 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 26 |
| Professional Development Opportunities | 27 |
| Technical Assistance Items | 28 |
| Appendix 3: Budget to Support Goals | 29 |

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 | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Alva School is a caring community school with qualified, dedicated, compassionate professionals educating young people in a diverse setting for self-development, learning and success. Each student will be a life-long learner and a responsible citizen in this ever changing world.

Provide the school's vision statement

The Alva School is committed to providing Excellence in Education for all students. The school will design programs and learning opportunities that promote academic achievement and the personal and social growth of every student. As a richly diverse community of learners that values all its members, The Alva School will assume a central role in the community by linking parents, local agencies, and businesses to the school.

The Alva School will provide a safe and productive learning environment in which students can communicate effectively, think critically, solve problems, and are technologically literate through a variety of curricular and extra-curricular activities. Through a challenging course of study with high standards, students will become responsible learners who can work collaboratively, and be accountable for their own academic and developmental progress.

The Alva School students will become life-long learners who will be educated to make valuable contributions to society. Through the teamwork of the school, home, and community, every student will be well prepared for the demands of the future.

School Environment

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

The Alva School's focus Preschool Week was on the importance of building relationships throughout the newly combined k-8 school environment. During this week, teachers developed strategies and lessons that incorporated Cooperative Learning and Right to Succeed procedures. The first week of school focus was spent implementing those procedures with students.

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

Through the implementation of P.B.I.S., all stakeholders at The Alva School practice clearly defined behavioral expectation through the "Be R.E.A.L" motto. Students are taught to be respectful, engage in learning, actively learn, and listen throughout the day. As part of the "Right to Succeed" implementation, every classroom implements circles where students can communicate in a safe environment.

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

As described above, every student is expected to be "REAL". All teachers established classroom protocols during the first week of school to reward and discipline behavior. The school rewards positive choices through "Be REAL" tickets that allow the students to attend positive events

throughout the year. If students make choices that are not "REAL" teachers track student behavior through a "Right to Succeed" tracking form in where teachers record their response to student's behavior. Our "Right to Succeed" Specialist will support the implementation of this process and support teacher 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

The Alva School's Guidance Counselor works with our "Right to Succeed" Specialist to organize what the student social-emotional needs are through tracking forms and guidance referrals. The Guidance Counselor will work with small and large groups of students to provide guidance as needed. The Leadership Team will meet monthly with groups of teachers to discuss not only the academic needs of students, but also the behavioral and emotional needs of the student population.

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

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 |
|-------------------------------------|-------------|----|----|-------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 14 | 25 | 31 | 70 |
| One or more suspensions | 18 | 22 | 10 | 50 |
| Course failure in ELA or Math | 3 | 14 | 6 | 23 |
| Level 1 on statewide assessment | 54 | 48 | 34 | 136 |
| Level 1 on statewide assessment ELA | 34 | 37 | 33 | 104 |

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

| Indicator | Grade Level | | | Total |
|--|-------------|---|---|-------|
| | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 3 | 4 | 5 | 12 |

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

The intervention strategies we employ at the school to improve the academic performance of students identified by the early warning system are as follows:

- We offer "The Right to Succeed" process for all K-8 students. Through this process students are

coached one-on-one to determine where they need additional support to achieve personal success. This program focuses specifically on four key areas (transitions, work routine, planning/organization, and/or social relations). Teachers and students work collectively to set specific goals according to the focus area. The "RTS" facilitator develops a check-in process with the student to monitor growth and determine if the support level is meeting the student's needs. This process continues as long as the shows a need.

- We offer before school tutoring for all K-8 students. Our teacher spend time each week review formative data to determine which students could benefit from extra practice in a specific standard. The teachers invite the students in need to attend tutoring before school hours to fine tune their mastery of the standard through the use of hands-on, multi-sensory based approaches.
- We offer behavioral support structures for all K-8 students. The structures are tailored for specific student needs as determined by the PBIS behavior support team. Students can have peer mentors, adult mentors, check-in/check-out programs, social skills training, and incorporation of restorative practice techniques such as "Circles".
- We offer continuous communication techniques with all stakeholder to provide a wealth of opportunities for family members and community member to take a vested partnership with the school to support our student. We incorporate school-wide parent-link messages, student based parent-link message, up to date school website, monthly newsletters, twitter messages, PTO involvement, SAC membership, and volunteer opportunities around out campus.
- We offer the MTSS structure for our K-8 students. The MTSS program helps to guide our specific 4 Step-problem based support structure for students who are exhibiting academic and/or behavioral needs. This year we will be completing the SAM (Self-Assessment of MTSS Implementation). This assessment will provide our school with specific data regarding our implementation of effective MTSS practices. We will utilize these results to ensure we are maximizing our efforts regarding specific continuous student support.

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

For the 2014-2015 school year, The Alva School will invite parents to participate in school based activities that allow them to deepen their understanding of students goals, curriculum and procedures (PBIS, SAC, PTO, Subject Area Parent Nights, etc.)

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

Through our Parent Liaison, The Alva School, will organize current and perspective community partnerships and school needs to establish relationships that benefit all stakeholders. The Parent Liaison is the main contact for all involved parties at The Alva School and the surrounding 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 |
|-----------------|--------------------------|
| Edward, Lynn | Principal |
| Stoffer, Melody | Instructional Technology |
| Smith, Holly | Assistant Principal |
| Winfree, Stacia | Assistant Principal |
| Langley, Beau | Administrative Support |
| Fowler, Rogene | Guidance Counselor |
| Sites, Kristin | Instructional Coach |
| Smith, Erica | Instructional Coach |

Duties

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

Our teachers are the front line of our MTSS process. They are typically the ones who will first identify a data based trend that is concerning for certain student. Next, our grade level teams and reading coaches provide collaborative efforts in determining the cause of a students specific problem as well as assist in developing the plan to implement the intervention. The administrative team will ensure that the staff are trained in delivering the specific intervention that will be put in place. Our MTSS school-based contact will guide in creating the visual graph that will provide specific trend information following the incorporation of the intervention to truly see its effectiveness. The administrative team assists the MTSS school-based contact along with the teacher, team, and coach in evaluating the plan.

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

Our school's data-based problem solving process begins by moving through 5 key steps. First, we focus on defining the problem. Second, we identify/analyze the cause. Third, we develop a plan. During this step we will determine the specific intervention we will incorporate with a student. We will also determine which staff member will have the proper time to implement it with fidelity. We will also determine if this staff member needs further training to implement the plan in accordance with its expectations. Fourth, we implement the plan. Fifth, we evaluate the plan.

This process is constantly moving and being evaluated. The ultimate goal is to provide students with interventions that help them maximize their growth gains. Our teachers have numerous supportive outlets for encouragement, ideas, planning, brainstorming, and collaborating. These teams include but are not limited to the following: grade level, department level, content area, reading coaches, administration, and district level department leaders.

As a teacher begins to identify students in need each teacher and team begin to move through the

data-based problem solving process. They will use Target Assessments, Anecdotal Observations, Formative Assessment, etc. to enumerate a concerning trend for a student. Once the problem has been identified the cause is analyzed by looking at the root of what is causing the concern. Next, the team will collectively determine what intervention will be utilized first to improve the root concern. A specific schedule of who, what, when, materials, and evaluation data sources will be determined. After the plan has been carried out with fidelity and density it is reviewed for its effectiveness for this student. The plan will be tweaked based upon results or a new intervention may be implemented if it is determined that the true root cause was different than previously thought.

This type of process requires that the all stakeholders are constantly reflecting on what they are doing, if they are doing it as it was intended, and if it is effective. These discussions are taking place daily, weekly, and monthly. The teachers, teams, coaches, and administration are united together to provide students with the specific support needed.

At The Alva School, Supplemental Academic Instruction (SAI) funds were utilized to partially pay for two academic coaches. These academic coaches are working with grade specific teams of teachers and students to support student learning, teacher coaching and planning, and student data analysis and decision making. Erica Smith works with K-5 grade teachers and students. Kristin Sites works with 6th-8th grade teachers and students. In addition, two paraprofessionals, Angel Allen and Jackie Gibbons are partially paid from this fund. As needed, the remainder of these funds will be utilized to provide additional instruction in skills through after-school tutoring sessions.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Laura Robinson | Teacher |
| Lynn Edward | Principal |
| Matthew Smith | Parent |
| Anita McCullers | Teacher |
| Sherma Owens | Parent |
| Allen Razon | Education Support Employee |
| Yeni Gonzalez | Education Support Employee |
| Ruby Daniels | Business/Community |
| Andy Erickson | Business/Community |
| Jorge Soto | Parent |
| Anna DeJesus | Parent |
| Darren Watkins | Parent |
| Katie Hall | Parent |
| Jennifer Parsons | 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 met on September 9 to evaluate last years School Improvement Plan. During this meeting the members discussed successes and areas for growth. From this discussion, Writing and Math were identified as areas of concern.

Development of this school improvement plan

On September 9, 2014 the SAC met to review the current state of The Alva School, and reviewed the district suggested goal. The SAC discussed the identified resources and barriers, and then gave input on the 8 step problem solving method. Last year's data and goals were reviewed and then the SAC voted to approve the school improvement plan. On October 21, 2014 the Lee County School Board approved the School Improvement Plan.

Preparation of the school's annual budget and plan

The Alva School's focus this year is that every child has the right to succeed. The SAC's budget will be dedicated to the implementation of Professional Development that support effective teaching strategies for differentiation to support student learning and Parental Support and Communication of those strategies.

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

NA

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 |
|-----------------|--------------------------|
| Stoffer, Melody | Instructional Technology |
| Smith, Erica | Instructional Coach |
| Sites, Kristin | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to support student and teacher learning of the common core standards while utilizing new district adopted reading materials and academic plans.

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

The Alva School has implemented joint planning time at every grade level and common subject area. Once a week teachers will meet in PLCs to identify who has mastered identified standards, who is not

achieved mastery, and who is ready to move forward. From these discussions, teachers plan for the following week identifying activities, support, and formative and informative assessments to be implemented.

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

The administrative team including Lynn Edward, Stacia Winfree, and Holly Anderson work diligently to recruit highly qualified teachers by participating in all of the district help recruiting fairs. Through team interviews that focus on all of the attributes that an effective teacher masters, teachers are screened carefully before gaining employment at The Alva School. To retain effective teachers, The Alva School employs two coaches to support teacher development.

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

The Alva School recognizes the need to support teachers that are either new to teaching or new to The Alva School. To provide support to teachers that are new to teaching or teaching in the district, the Apples program pairs mentor teachers with new teachers. The mentors must have district mentoring training and display quality teaching methodologies. Teachers are paired with mentors with similar grade levels or subject areas to provide the new teacher with both pedagogical and curriculum support. To support teachers that are new to the Alva Community, teachers who are new to our school meet twice a month to share school based information and answer any questions that might be of concern to the new teachers.

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 Alva School will plan all instruction based on the appropriate Florida Common Core State Standards and Florida Next Generation Sunshine State Standards . Using those standards and the district academic plans, teachers and support staff will plan lesson to ensure every child's success. Utilizing the newly adopted middle and elementary curriculum as a resource to teach those standards, teachers will utilize every resource available to them at The Alva School. Through "Common Board Configurations", students and administration will be able to easily identify the standards being taught.

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

The Alva School differentiates instruction based on the data provided through state standardized testing results on each student enrolled. Within the data, the results are categorized into benchmarks which are then used to place students into groups based on individual needs. Through the support of reading and math instructional coaches, teachers are supported with instructional strategies and learning techniques to support each diverse need of students. Instructional coaches are placed in classroom daily to support both teachers and learner. In addition, teachers meet weekly with

instructional coaches, grade levels, or departmental teachers to discuss results and additional needs of The Alva's School diverse population.

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: 30

During this block of time, teachers are placed throughout the campus to provide tutoring opportunities to enrich the academics needs of our students.

Strategy Rationale

This provides additional support to those students who are having difficulty attaining the proficient or advanced level on state assessments, especially mastering specific benchmark tested areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Winfree, Stacia, staciaaw@leeschools.net

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

Data will be collected through weekly assessments in the tutoring classroom. Students will have to chance to exit the tutoring class through these benchmark assessments. Students are invited to return to tutoring if additional benchmarks are not mastered within the school day during instruction.

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

The Alva School routinely invites our student's parents and the community to parent resource nights to allow parents to support their child's school readiness.

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

The Alva School offers a diversity of elective classes which prepares students for college and career readiness.

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

Technology classes such as Applications in Computer Business, TV Production, and Newspaper. Art classes in Digital Art and Design as well as music classes focusing on beginning and advanced bands, Jazz band, STOMP, chorus, and keyboarding are offered throughout the school year. The

Alva School also offers Virtual Learning which provides a variety of classes from which student may choose to advance their knowledge on college and career awareness. An additional class on Agriscience Foundations is offered as well. This class cultures fish and raise vegetables through hydroponics.

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

The Alva School offers a Robotics class to students which integrates the field of robotics with science concepts as they physically manipulate and create a solar powered vechile with towing capacity.

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

N/A

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. Increase student achievement gains school-wide by focusing on teaching and learning.

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. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G039296

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Algebra I EOC Pass Rate | 90.0 |
| ELA/Reading Gains | 66.0 |
| Math Lowest 25% Gains | 62.0 |
| Math Gains | 63.0 |
| ELA/Reading Lowest 25% Gains | 69.0 |
| FCAT 2.0 Science Proficiency | 57.0 |
| Discipline incidents | 90.0 |

Resources Available to Support the Goal 2

- Teachers
- Parents
- New Reading Curriculum / Academic Plans
- 2 Academic Coaches
- PLC Application
- Blocked Reading / LA Classes
- Instructional Technology - Compass, TeenBiz, AR, etc.
- Community
- Right to Succeed Team

Targeted Barriers to Achieving the Goal 3

- Common Vision: planning, instruction, assessment, classroom management
- Deficiency in Literacy Instructional Strategies

Plan to Monitor Progress Toward G1. 8

Weekly Grade Level PLC

Bi-Monthly Grade Level / Department and Administrative PLC

Person Responsible

Lynn Edward

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Students make learning gains in all subject areas as evidenced by subject area common 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. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G039296

G1.B1 Common Vision: planning, instruction, assessment, classroom management **2**

 B094582

G1.B1.S1 Plan and monitor weekly and monthly grade level or subject area PLC. **4**

 S105625

Strategy Rationale

In previous years, planning was done in isolation or between select teams. As we started the implementation of PLC last year, there were still scheduling barriers. This year, the teacher schedules have been constructed to allow for common subject area / grade level planning time. Monitoring and modeling is needed to ensure proper implementation.

Action Step 1 **5**

Grade Level and Subject Area Shared Planning and Assessment

Person Responsible

Holly Smith

Schedule

On 6/5/2015

Evidence of Completion

Grade Level Notes

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

Academic Coach will monitor the grade level PLC in the Elementary levels.
Academic Coach and the Administrative team will attend the PLC in the Middle levels.

Person Responsible

Stacia Winfree

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Agendas attached to Share Point and Administrative Team Observations

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

Academic Coach will attend the grade level PLC in the Elementary levels and survey student data on common assessments.
Academic Coach and the Administrative team will attend the PLC in the Middle levels and survey student data on common assessments.

Person Responsible

Kristin Sites


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

District and School Based Common Assessments

G1.B1.S2 Model and support purposeful planning between subject areas and grade levels, guided by academic coaches. 4

 S105627

Strategy Rationale

Model and support is necessary to ensure planning is cohesive throughout subject areas and grade level instruction.

Action Step 1 5

The School Based Leadership Team will coordinate with Grade Level or Subject Area Team Leaders to facilitate purposeful planning across subject areas and grade levels.

Person Responsible

Holly Smith

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Meeting Minutes will reflect common plans and assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The School Based Leadership Team will model, observe, and when necessary, facilitate common planning through the identification of common goals, procedures, and materials

Person Responsible

Stacia Winfree

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The School Based Leadership Team's weekly notes will identify the discussed goals, procedures, and materials.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

A part of each weeks PLC will be dedicated to deciphering common assessment data that reflects the effectiveness of the common planning.

Person Responsible

Lynn Edward

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will evaluate the effectiveness of their planning and data based decisions will be made and implemented into weekly lesson plans to be re-evaluated the following week.

G1.B2 Deficiency in Literacy Instructional Strategies 2

 B094583

G1.B2.S1 Offer Professional Development in quality literacy strategies and district purchased literacy curriculum. (Ex: Close reading, Teen Biz, Thinking Maps, etc.) 4

 S105628

Strategy Rationale

To ensure student growth in the area of reading and writing, PD will be needed to ensure effective implementation of new strategies and curriculum.

Action Step 1 5

Design professional development opportunities for teachers grade K-8 to develop their understanding of district reading curriculum and instructional techniques.

Person Responsible

Stacia Winfree

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher evaluations of Professional Development

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

Weekly, discuss utilization of trained upon instructional technologies and strategies (Teen Biz, AR, Close Reading, Compass, etc.) at weekly PLC .

The Leadership Team will schedule time in their assigned grade level to support trained upon technologies and strategies.

The Administrative Team will conduct monthly walk-throughs to observe strategies and utilization of technologies.

Person Responsible

Lynn Edward

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will demonstrate mastery of instructional technologies or strategies during classroom walk-throughs.

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

The Administrative Team will review teacher lesson plans weekly. The Team will also review scheduled Compass, AR, and Teen Biz administrative reports on a weekly or monthly basis

Person Responsible

Holly Smith


Schedule

On 6/5/2015

Evidence of Completion

Teacher lesson plans and technology utilization reports will reflect the consistent application of trained instructional techniques and computer based programs.

G1.B2.S2 Ensure a guaranteed and viable curriculum at each grade level that clearly defines quality reading instructional strategies and offers embedded PD **4**

 S105630

Strategy Rationale

With the district's purchase of a new literacy curriculum at the middle level, teacher support will be needed for an effective implementation.

Action Step 1 **5**

All grade levels will receive materials necessary to implement their reading program.

Person Responsible

Erica Smith

Schedule

On 6/5/2015

Evidence of Completion

100% of teachers will receive 100% of their district adopted reading materials.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Grade level support and PD to ensure the viability of the new reading programs at each grade level.

Person Responsible

Kristin Sites

Schedule

On 6/5/2015

Evidence of Completion

Weekly School Based Leadership Team's PLC notes will reflect discussion of curriculum on a weekly basis.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The teachers will complete a Self-Evaluation Survey regarding their ability to apply the new reading curriculum. From those results, PD will be implemented through modeled lessons and guided planning to address the needs identified.

Person Responsible

Stacia Winfree

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher Self-Evaluation Survey

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 | Grade Level and Subject Area Shared Planning and Assessment | Smith, Holly | 8/25/2014 | Grade Level Notes | 6/5/2015 one-time |
| G1.B1.S2.A1 | The School Based Leadership Team will coordinate with Grade Level or Subject Area Team Leaders to facilitate purposeful planning across subject areas and grade levels. | Smith, Holly | 8/18/2014 | PLC Meeting Minutes will reflect common plans and assessments. | 6/5/2015 weekly |
| G1.B2.S1.A1 | Design professional development opportunities for teachers grade K-8 to develop their understanding of district reading curriculum and instructional techniques. | Winfree, Stacia | 8/18/2014 | Teacher evaluations of Professional Development | 6/5/2015 weekly |
| G1.B2.S2.A1 | All grade levels will receive materials necessary to implement their reading program. | Smith, Erica | 8/18/2014 | 100% of teachers will receive 100% of their district adopted reading materials. | 6/5/2015 one-time |
| G1.MA1 | Weekly Grade Level PLC Bi-Monthly Grade Level / Department and Administrative PLC | Edward, Lynn | 8/18/2014 | Students make learning gains in all subject areas as evidenced by subject area common assessments. | 6/5/2015 weekly |
| G1.B1.S1.MA1 | Academic Coach will attend the grade level PLC in the Elementary levels and survey student data on common assessments. Academic Coach and the Administrative team will attend the PLC in the Middle levels and survey student data on common assessments. | Sites, Kristin | 8/25/2014 | District and School Based Common Assessments | 6/5/2015 weekly |
| G1.B1.S1.MA1 | Academic Coach will monitor the grade level PLC in the Elementary levels. Academic Coach and the Administrative team will attend the PLC in the Middle levels. | Winfree, Stacia | 8/18/2014 | PLC Agendas attached to Share Point and Administrative Team Observations | 6/5/2015 weekly |
| G1.B2.S1.MA1 | The Administrative Team will review teacher lesson plans weekly. The Team will also review scheduled Compass, AR, and Teen Biz administrative reports on a weekly or monthly basis | Smith, Holly | 8/18/2014 | Teacher lesson plans and technology utilization reports will reflect the consistent application of trained instructional techniques and computer based programs. | 6/5/2015 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-----------------|-------------------------------|--|--------------------|
| G1.B2.S1.MA1 | Weekly, discuss utilization of trained upon instructional technologies and strategies (Teen Biz, AR, Close Reading, Compass, etc.) at weekly PLC . The Leadership Team will schedule time in their assigned grade level to support trained upon technologies and strategies. The Administrative Team will conduct monthly walk-throughs to observe strategies and utilization of technologies. | Edward, Lynn | 8/18/2014 | Teachers will demonstrate mastery of instructional technologies or strategies during classroom walk-throughs. | 6/5/2015 weekly |
| G1.B1.S2.MA1 | A part of each weeks PLC will be dedicated to deciphering common assessment data that reflects the effectiveness of the common planning. | Edward, Lynn | 8/18/2014 | Teachers will evaluate the effectiveness of their planning and data based decisions will be made and implemented into weekly lesson plans to be re-evaluated the following week. | 6/5/2015 weekly |
| G1.B1.S2.MA1 | The School Based Leadership Team will model, observe, and when necessary, facilitate common planning though the identification of common goals, procedures, and materials | Winfree, Stacia | 8/18/2014 | The School Based Leadership Team's weekly notes will indentify the discussed goals, procedures, and materials. | 6/5/2015 weekly |
| G1.B2.S2.MA1 | The teachers will complete a Self-Evaluation Survey regarding their ability to apply the new reading curriculum. From those results, PD will be implemented through modeled lessons and guided planning to address the needs identified. | Winfree, Stacia | 8/18/2014 | Teacher Self-Evaluation Survey | 6/5/2015 quarterly |
| G1.B2.S2.MA1 | Grade level support and PD to ensure the viability of the new reading programs at each grade level. | Sites, Kristin | 8/18/2014 | Weekly School Based Leadership Team's PLC notes will reflect discussion of curriculum on a weekly basis. | 6/5/2015 one-time |

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. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 Deficiency in Literacy Instructional Strategies

G1.B2.S1 Offer Professional Development in quality literacy strategies and district purchased literacy curriculum. (Ex: Close reading, Teen Biz, Thinking Maps, etc.)

PD Opportunity 1

Design professional development opportunities for teachers grade K-8 to develop their understanding of district reading curriculum and instructional techniques.

Facilitator

Grade Level Facilitators: K-5: Erica Smith 6-8: Kristin Sites

Participants

Reading Coaches School Based Leadership Team

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B2.S2 Ensure a guaranteed and viable curriculum at each grade level that clearly defines quality reading instructional strategies and offers embedded PD

PD Opportunity 1

All grade levels will receive materials necessary to implement their reading program.

Facilitator

District Trainers School Based Trainers

Participants

District Curriculum Specialists School Based Reading Trainers / Coaches School Media Specialist School Administrative Team

Schedule

On 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|---|---------------|
| Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning. | 10,645 |
| Grand Total | 10,645 |

Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.

| Description | Source | Total |
|--|--------------------------|---------------|
| B1.S2.A1 - National Science Teacher's Association | School Improvement Funds | 645 |
| B2.S1.A1 - Thinking Maps Training for K-8 | School Improvement Funds | 4,250 |
| B2.S1.A1 - Thinking Map Materials for K-8 | School Improvement Funds | 1,200 |
| B2.S1.A1 - National Science Teacher's Association | School Improvement Funds | 645 |
| B2.S1.A1 - Agriscience Textbooks | School Improvement Funds | 1,200 |
| B2.S1.A1 - Tutoring for Lowest 25% | School Improvement Funds | 2,705 |
| Total Goal 1 | | 10,645 |