

Pivot Charter School



2014-15 School Improvement Plan

Pivot Charter School

3020 S FALKENBURG RD, Riverview, FL 33578

www.pivotcharterschool.com

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

44%

Alternative/ESE Center

No

Charter School

Yes

Minority

49%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D		

School Board Approval

This plan is pending approval by the Hillsborough 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Pivot Charter School (PCS) is to provide a rigorous standards-based curriculum in a blended educational model to middle and high school students.

Provide the school's vision statement

We are a caring entity who believes that our first responsibility is to our students and their families. In doing so, we will deliver our services with passion and respect for those we serve.

We understand that to provide a high quality educational experience to our students, we must continue to develop “innovative” ways of thinking that will allow us to respond to the dynamic, ever increasing demands for our blended learning schools. In carrying out our promise, Pivot will ensure that our schools maintain those qualities that REACH our students by providing schools that:

R – Provide Rewarding outcomes

E – Maintain Engaging experiences

A – Consist of Active participation at all times

C – Steeped in a Challenging curriculum

H – Encompass a Holistic enriching approach

“We are committed to Excellence in providing educational services”

School Environment

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

PCS strives to get to know each child and their background. Each student is assigned a homeroom teacher who acts as a mentor/ advisor for the student. Teachers work with students daily on their progress.

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

Pivot creates a safe and respected environment through the use of positive behavior supports. Staff work with students to teach them appropriate and respectful responses to any situation.

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

Pivot uses a schoolwide behavioral system that minimizes distractions for students during instructional time. All students have the same clear behavioral expectations which are posted throughout the school. All staff have been trained in the positive behavior supports schoolwide system.

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

Pivot incorporates lessons throughout the curriculum to ensure that students' social-emotional needs have been met. The school has two guidance counselors available to students on a daily basis as well as mentoring programs for students as needed. In addition, the school has a social worker that visits students as needed.

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

Pivot has an early warning system in place so that students may receive intervention as needed. Pivot's early warning system includes the following:

- Attendance/ tardy rate below 90% - including excused or unexcused
- One or more suspensions in one semester
- failure of core courses
- Level 1 or 2 on statewide assessments (in any subject)
- Lack of achievement growth according to school benchmark assessments

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	9	10	11	12	
Attendance below 90 percent	2	5	5	5	5	8	5	35
One or more suspensions	0	0	0	2	1	3	2	8
Course failure in ELA or Math	0	0	0	5	7	6	2	20
Level 1 on statewide assessment	13	15	30	24	9	4	7	102

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	11	15	8	6	5	7	60

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

Pivot employs the MTSS/ RTI system when students exhibit early warning indicators. They are assessed through benchmarking and progress monitoring systems. Based on the results of the assessments and continual progress monitoring, teachers work with students at various levels of intervention strategies in the areas of social/emotional needs, reading, math and writing. Students who struggle with attendance and behavior are worked with very closely in the form of positive reinforcements as well as agreements for students to improve behavior and attendance. Social workers are contacted to help intervene for social / emotional needs as well as attendance.

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

Pivot communicates with the parents on a regular basis through the use of monthly newsletters, Parentlink emails/calls and through a variety of activities at the school. Positive communication aids in building positive relationships with the families. We have at least one to two parent/family nights/ or day events to get the families involved in the school. Parents have two ways to access grades via our Website. They may go through the parent portal for PEAK12 or Edsby to view their children's progress.

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

Pivot continually looks for ways to work partnerships in the community. Many of these are built through parents and staff working within the community to utilize their resources.

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
Bretz, Elizabeth	Principal

Duties

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

The leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Guidance Counselor
- Academic Leads (Reading, Math, Writing, Science)
- ESE teacher
- SAC Chair
- ELL Coordinator
- Attendance Committee Representative
- Behavior Team Representative

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making

process to ensure integrity and consistency of the PS/RTI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

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 an effort to engage in a systematic data-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:

- o Analyze student outcomes and make data-driven decisions:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)

3. What are we going to do about it? (Action Plan Design and Implementation)

4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).

o Develop and target interventions based on confirmed hypotheses.

o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).

o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).

o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?

2. To what extent are we making progress toward the school's SIP goals?

3. If we are making progress, what can we do to sustain what is working?

4. What barriers to implementation are we facing and how will we address them?

5. What should we do next? What should be our plan of action?

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.

2. Support the implementation of high quality instructional practices during core and intervention blocks.

3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.

- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.

- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.

- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core

skills.

- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Daniel Smith	Parent
Liz Bretz	Principal
Brooklyn Callaway	Teacher
Marco DiBernardo	Teacher
Willye Dent	Business/Community
	Student
Alexia Smith	Student
	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

Last year's school improvement plan was viewed by the previous SAC team. Discussions were held to look at the plan and the achievements of the school. Changes were made as needed under the guidelines of the charter school office.

Development of this school improvement plan

Data was distributed to the team as needed. Goals were suggested and discussed with the team.

Preparation of the school's annual budget and plan

The governing board of Pivot works with the principal and executive director to go over the school's annual budget.

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

No funds were allocated to the school improvement that were directly related to the plan. However, items in the plan were budgeted for to help increase student achievement.

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
Bretz, Elizabeth	Principal
Morrow, Brooklyn	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

Goals are determined by the team. The goals are then shared by administration and strategies are given to achieve the goals of SIP. Student data is monitored by team and shared across curricular areas to improve instruction. Areas of instruction include the areas of ELA including social studies and science.

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

Teachers and administration work together as a team on a weekly basis. Teachers in like subject areas look at the data from state assessments, benchmarking data and progress monitoring data. They use the data to plan accordingly for the needs of the students.

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

1. Provide all beginning teachers with part time mentors.
2. Provide teachers opportunities to take part in sustained and research based professional development in content areas.
3. Develop partnerships with local teacher education programs to advocate specific needs of the school.

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

Pivot offers school teacher mentoring programs to new teachers. New teachers are paired with experienced teachers or lead teachers. Participants take part in weekly discussions and modeling. Partnering teachers have like plan times. They also work together to learn the various domains of the teacher evaluation system.

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

Pivot aligns all curriculum with the new Florida State Standards. When purchasing curriculum materials from vendors, administration ensures that materials are aligned with 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**

The school uses state assessments, benchmarking, progress monitoring and course completion information to make data driven decisions for differentiation for student achievement. Teacher make accommodations and interventions for students based on the results. For instance, students may be placed in higher level course work such as dual enrollment for High school students if they did well on the assessments. Struggling students will get additional time with the instructor that will allow them to work on needed skills as demonstrated on the assessments.

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: 120

Students may attend part of the session prior to or after their school session.

Strategy Rationale

Students will gain additional instruction needed to increase their level of achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Morrow, Brooklyn, brooklyn.morrow@sdhc.k12.fl.us

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

Student progress data is collected through our online assessments and teacher observation tracking of course completion.

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

Incoming students' records are closely viewed by the guidance counselor, administration and teachers. If records indicate that a child needs additional help or special placement, teachers are quickly able to determine appropriate placement or give assessments to determine needs.

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

All students in the 8th grade participate in a Career planning course. 8th grade students also complete a career plan prior to leaving middle school. High school students participate in many opportunities to learn about the various careers, colleges and opportunities that are available to them. Pivot holds college and career nights as well as having students go on college visits.

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

Pivot does not offer career or technical programs but students may participate in Dual Enrollment opportunities at Hillborough Community College.

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

Students may take a variety of electives that showcase a variety of careers.

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

Pivot students participate in College readiness courses throughout the school year.

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.** Student achievement will increase when students are engaged in rigorous curriculum and tasks that are aligned with grade level and content area standards.

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. Student achievement will increase when students are engaged in rigorous curriculum and tasks that are aligned with grade level and content area standards. 1a

G042033

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0
4-Year Grad Rate (At-Risk)	100.0
College Readiness Reading	85.0
College Readiness Mathematics	85.0
FSA - Mathematics - Proficiency Rate	80.0
Math Lowest 25% Gains	80.0
Math Gains	80.0
AMO Math - All Students	54.0
AMO Reading - All Students	62.0
FSA - English Language Arts - Proficiency Rate	80.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	90.0
Bio I EOC Pass	85.0
FCAT 2.0 Science Proficiency	80.0
Algebra I EOC Pass Rate	75.0
Geometry EOC Pass Rate	75.0

Resources Available to Support the Goal 2

- scantron benchmarking
- new flexible , adaptable curriculum
- flexible PD times for staff
- Standards Coaching workbooks
- Leadership team

Targeted Barriers to Achieving the Goal 3

- Staff are not equally knowledgeable of new Florida Standards and how to align tasks and assignments to standards.

Plan to Monitor Progress Toward G1. 8

State Assessments, progress monitoring , benchmarking, evaluations

Person Responsible

Elizabeth Bretz

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

scores, portfolios and observations, evaluations

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. Student achievement will increase when students are engaged in rigorous curriculum and tasks that are aligned with grade level and content area standards. **1**

 G042033

G1.B1 Staff are not equally knowledgeable of new Florida Standards and how to align tasks and assignments to standards. **2**

 B102307

G1.B1.S1 Increase subject team and leadership team meetings. **4**

 S113478

Strategy Rationale

Action Step 1 **5**

Identify subject and leadership team members.

Person Responsible

Elizabeth Bretz

Schedule

On 9/1/2014

Evidence of Completion

List of team members

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

Compile list of faculty members

Person Responsible

Brooklyn Morrow

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

list of members

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

Walkthroughs during content lessons

Person Responsible

Elizabeth Bretz

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

feedback forms, Google Docs, feedback conference

G1.B1.S2 PLC to include strategies on meeting the needs of struggling students. 4

 S113479

Strategy Rationale

Action Step 1 5

Meeting dates for PLCs for subject and leadership team set.

Person Responsible

Brooklyn Morrow

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Staff calendar 2014-2015

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

Meeting Dates planned on staff calendar

Person Responsible

Elizabeth Bretz

Schedule

On 9/1/2014

Evidence of Completion

Dates on Calendar given to teachers

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

Calendar completed

Person Responsible

Elizabeth Bretz

Schedule

On 8/13/2014

Evidence of Completion

Calendar on school and staff calendar of PD

G1.B1.S3 Increased professional development on new Florida Standards and data use to drive instruction. 4

 S113480

Strategy Rationale

Action Step 1 5

Meeting for PLC and team meetings held.

Person Responsible

Brooklyn Morrow

Schedule

On 6/5/2015

Evidence of Completion

Calendar, agenda, minutes, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Meeting Held

Person Responsible

Elizabeth Bretz

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

agenda, minutes, sign ins, data collections and reflections

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data and artifact collections from meetings

Person Responsible

Brooklyn Morrow

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

data and artifacts from meetings, agendas, minutes, sign ins

G1.B1.S4 Instructional strategies will be taught for planning and preparation. 4

 S113481

Strategy Rationale

Action Step 1 5

Planning and Preparation training for Teachers

Person Responsible

Schedule

Evidence of Completion

agenda, minutes, sign in sheets, artifacts- reflection, informal observations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Planning and preparing training

Person Responsible

Elizabeth Bretz

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

reflections, minutes, agendas, observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Reflections and observations will be collected

Person Responsible

Elizabeth Bretz

Schedule

On 6/5/2015

Evidence of Completion

lesson plans, reflections, feedback conferences, evaluations

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	Identify subject and leadership team members.	Bretz, Elizabeth	9/1/2014	List of team members	9/1/2014 one-time
G1.B1.S2.A1	Meeting dates for PLCs for subject and leadership team set.	Morrow, Brooklyn	9/1/2014	Staff calendar 2014-2015	6/5/2015 monthly
G1.B1.S3.A1	Meeting for PLC and team meetings held.	Morrow, Brooklyn	9/1/2014	Calendar, agenda, minutes, sign in sheets	6/5/2015 one-time
G1.B1.S4.A1	Planning and Preparation training for Teachers		agenda, minutes, sign in sheets, artifacts-reflection, informal observations	once	
G1.MA1	State Assessments, progress monitoring , benchmarking, evaluations	Bretz, Elizabeth	9/1/2014	scores, portfolios and observations, evaluations	6/5/2015 quarterly

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	Walkthroughs during content lessons	Bretz, Elizabeth	9/1/2014	feedback forms, Google Docs, feedback conference	6/5/2015 biweekly
G1.B1.S1.MA1	Compile list of faculty members	Morrow, Brooklyn	9/1/2014	list of members	6/5/2015 quarterly
G1.B1.S2.MA1	Calendar completed	Bretz, Elizabeth	8/13/2014	Calendar on school and staff calendar of PD	8/13/2014 one-time
G1.B1.S2.MA1	Meeting Dates planned on staff calendar	Bretz, Elizabeth	9/1/2014	Dates on Calendar given to teachers	9/1/2014 one-time
G1.B1.S3.MA1	Data and artifact collections from meetings	Morrow, Brooklyn	9/1/2014	data and artifacts from meetings, agendas, minutes, sign ins	6/5/2015 monthly
G1.B1.S3.MA1	Meeting Held	Bretz, Elizabeth	9/1/2014	agenda, minutes, sign ins, data collections and reflections	6/5/2015 monthly
G1.B1.S4.MA1	Reflections and observations will be collected	Bretz, Elizabeth	9/1/2014	lesson plans, reflections, feedback conferences, evaluations	6/5/2015 one-time
G1.B1.S4.MA1	Planning and preparing training	Bretz, Elizabeth	9/1/2014	reflections, minutes, agendas, observations	6/5/2015 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. Student achievement will increase when students are engaged in rigorous curriculum and tasks that are aligned with grade level and content area standards.

G1.B1 Staff are not equally knowledgeable of new Florida Standards and how to align tasks and assignments to standards.

G1.B1.S2 PLC to include strategies on meeting the needs of struggling students.

PD Opportunity 1

Meeting dates for PLCs for subject and leadership team set.

Facilitator

Elizabeth Bretz

Participants

Staff

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G1.B1.S3 Increased professional development on new Florida Standards and data use to drive instruction.

PD Opportunity 1

Meeting for PLC and team meetings held.

Facilitator

Brooklyn Callaway

Participants

staff

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
Grand Total	0