

Avant Garde Academy

2880 N ORANGE BLOSSOM TRAIL, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

87%

Alternative/ESE Center

No

Charter School

Yes

Minority

89%

School Grades History

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

School Board Approval

This plan is pending approval by the Osceola 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

Avant Garde Academy of Osceola is committed to providing a creative, student-centered learning environment, that incorporates the latest technology in the classroom in order to prepare our students with the necessary skills to excel in the 21st century.

Provide the school's vision statement

Avant Garde Academy of Osceola vision is to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and social activities.

School Environment

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

The students at Avant Garde Charter school range from a variety of economic and cultural backgrounds. In recruiting teachers, we sought to mirror the students' cultural background so that the students could see themselves in the staff. Prior to the beginning of the school year, we sent staff to a variety of community events so that the community and staff got an opportunity to become familiar with each other. Our Back-to-School Bash was another event that brought staff and the community together in an informal setting in which they could get to know each other. Other events that provide opportunities to build relationships include;

- * Open House
- * Parent teacher Conferences
- * Curriculum night

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

One of the goals of AGA is to provide the a safe learning environment for all students. We have a zero tolerance for behavior that disrupts the learning environment. Further, students are provided opportunities to meet with designated staff members who serve as mentors for targeted students.

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

AGA is a PBS school. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Teachers will be trained on Positive Behavior Support and Conscious Discipline. We have implemented the District's Code of Conduct and adhere to the provisions thereof.

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 prime function of our dean/learning coach/mentors is to help all students begin a realistic assessment of his/her abilities, achievements, interests, and values so that he/she will be better able to make, personal, educational, and social decisions. The dean/learning coach/mentors work with students to help them become aware of alternatives to, and consequences of, his/her decisions and an administrator will provide him/her an opportunity to assess these situations. AGA affirms the rights of all students to pursue an educational program without regard to sex, religion, or ethnic background.

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

We will utilize our data systems to identify students who have attendance, behavioral or academic concerns. The system will generate monthly reports for 5, 10, 15, and 20 or more cumulative absences. Parent meetings will be scheduled to address concerns regarding attendance.

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

Daily reports will be created after attendance is taken on which students are suspended each day. Teachers will be notified of suspended students and will be expected to provide assignments while students are on suspension. We will notify parents of any missed assignments. Since we are using a digital curriculum, students will be able to remotely access their assignments from home. We communicate daily with teachers regarding this expectation.

*Course failure in English Language Arts or mathematics

We plan to utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). We will begin by assessing the reason for such failure such as attendance, parent support, or limitations in abilities. Upon completion of the needs assessment, we will create a targeted plan for success for each student. Students will be offered credit recovery options, such as summer school and virtual school to ensure on-time completion of credits needed for graduation/ promotion.

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

Students who receive a level 1 on either ELA or mathematics statewide assessment will be placed in intensive reading or math courses. Their progress will be monitored through benchmark testing and the MTSS process. Students will be tiered according to their benchmark assessments and will receive interventions based on their level of needs. Students who reach the Tier 3 level of support that do not demonstrate sufficient rate of progress with changes in their intervention, will be referred to the Child Study Team to be considered for a Special Education evaluation. If the students are already identified as ESE, additional researched based interventions will be applied. Parents will be invited to any meetings regarding student progress.

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	
Attendance below 90 percent	2	3	3	1	0	9
One or more suspensions	0	0	3	2	0	5
Course failure in ELA or Math	0	0	2	0	0	2
Level 1 on statewide assessment	26	26	30	21	14	117

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

Indicator	Grade Level				Total
	6	7	8	9	
Students exhibiting two or more indicators	2	3	3	5	13

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

We will implement a multi-disciplinary team that will meet regularly to problem solve and create action plans for students who exhibit two or more of the early warning indicators. The specific programs we have chosen to narrow the achievement gap in reading interventions are; Achieve 3000. We will use DIGITS to address the achievement gap in math. Parents will be invited to scheduled meetings to discuss student progress and changes in intervention or student performance. The Student Attendance team will meet to discuss students who have irregular patterns in attendance. In addition to meeting regularly, teams will attend any district provided professional development on attendance and child study teams.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191728>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

As a second year charter school, we are working hard to develop our Partner in Education (PIE) program, as we know that this is the foundation to build and sustain partnerships with the local community. Through these partnerships, AGA will be able to secure and utilize resources to support the school and student achievement. Our school based PIE representative is working hard to establish new community relationships to continued success of our school.

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
Cowart-Hughes, Tiffany	Principal
Lugo, Carlos	Assistant Principal

Duties

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

Avant Garde's principal, Tiffany Cowart-Hughes is an instructional leader who upholds a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports her staff with continuous professional development opportunities, and open communication. The principal oversees school wide safety and ensures efficient operations. She is in constant communication and collaboration with the surrounding community and it's stakeholders. The assistant principal, Carlos Lugo, is an instructional leader who assists and supports all of the principal's initiatives and duties. He is the lead for the following initiatives: Title I documentation, state accountability corrections, common planning, facilities management, classified staff, and discipline.

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

AGA leadership team has the following systems in place. Our leadership team works collaboratively with our district based Charter School Support team to align all available resources in order to meet the needs of students and maximize student success.

The school based leadership team meets every Tuesday to review Professional Learning Communities meetings notes, classroom walkthroughs, teacher evaluations, problem-solving discussions and to address overall school needs. Based on the outcome of our meetings, additional resources are allocated to support classroom instruction and student interventions.

The grade level and subject area Professional Learning Communities and are supported by a member of the leadership team.

In these meetings each leadership team member is responsible for supporting the teams in creating rigorous units of study per subject area. During this time, it is determined which instructional materials will be used and be provided.

In addition, each grade level meets with the leadership bi-weekly for MTSS progress monitoring. During these meetings, formative/summative assessment and intervention data is reviewed to determine next best steps to meet the needs of all students and maximize desired outcomes.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tiffany Cowart-Hughes	Principal
Janessa Rowe	Student
Theresa Rowe	Parent
Anthony O'Sullivan	Parent
Griselle Supliana	Parent
Melissa Irizarry	Parent
Janeika Sweet	Teacher
Bryce Forrester	Teacher
Madelin Ruiz	Education Support Employee
Glenn Cunningham	Education Support Employee
Amanda Nelson	Teacher
Esteban Yepes	Business/Community
Jordan O'Sullivan	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

At the initial SAC meeting, we will develop a draft school improvement plan as the plan from last year was not accessible.

Development of this school improvement plan

During the first SAC meeting, the current school improvement plan draft will be reviewed. SAC member input will be discussed, considered, and integrated into the draft plan as appropriate.

Preparation of the school's annual budget and plan

In the spring, the tentative school budget for the 2014-2015 school year was shared with the SAC and input was collected. During the October 2014 meeting, updated budget information will be shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

At the October 2014 meeting, the SAC will review the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers, and instructional materials.

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
Cowart-Hughes, Tiffany	Principal
Lugo, Carlos	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team's goal is to increase the number of students reading at or above grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase the complexity of texts that are in classroom libraries. The team will also use data to establish literacy goals for the school year. Each month the LLT will meet to assess progress towards accomplishing the goals. In December and January, we will host two Literacy Nights to promote positive family interactions with text-based activities. December will be geared towards 6-8 and January's session will focus on high school literacy activities in preparation for college success. In May, we will host a summer bridge evening to provide parents with tips for reading success over the summer.

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 leadership team at AGA uses a variety of strategies to promote positive working relationships between teachers. Each grade level and subject area conduct bi-weekly Professional Learning Communities that focus on collaborative planning and standards-based instruction. A member of the leadership team attends and supports the PLC's. In conjunction with the bi-weekly PLCs, we also hold bi-weekly data chats in order to disaggregate data and identify trends and patterns as we aim to close the achievement gap. Staff meetings are held monthly, and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the PLC. They work together to practice and refine this instructional strategy. AGA supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program. meet regularly to learn about our school and ask questions as necessary

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

In order for AGA to recruit and retain highly qualified, certified-in-field, effective teachers to our school, the following plan is executed:

The principal and Assistant Principal will provide feedback to teachers on a weekly basis. The Leadership team will be responsible for conducting weekly walkthroughs and providing ongoing feedback for classroom teachers.

Teachers will conduct peer observations using school-based protocols as created for our school. They will provide feedback to one another on targeted skills.

The principal and assistant principal will retain highly effective teachers by enhancing instructional skills through ongoing professional development, staff surveys, courageous classroom conversations, providing meaningful observation feedback, and coaching.

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

All first year teachers are participating in the New Teacher Mentor Program. NTMP is AGA's mentoring program to support teachers with 3 or less years of experience. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

School personnel are engaged in systematic mentoring and coaching, that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. This program sets high expectations for all school personnel and includes valid and reliable method of providing feedback and support.

Teachers with 0-1 year of experience will be paired with teachers with 7-10 years of experience.

Teachers with 2-3 years of experience will be paired with teachers with 4-6 years of experience.

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 leadership team at AGA ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study.

Our school also creates ongoing opportunities for teachers to review the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. Such discussions and learning opportunities promote dialogue that can eliminate misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

In addition, instructional teams use the FSA Test Item Specification and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study

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

AGA believes that a data-driven approach to differentiated instruction is needed to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments in Reading, Math. The data gleaned from these assessments will be used to differentiate instruction based on individual student needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, all subject areas will use summative assessments at the end of each unit to track students' achievement relative to the standards-based learning goal. The intensive reading and math classes will address students' needs based on grade level expectations. Students who are performing below grade level expectancy will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, as student growth is expected to regularly occur.

The leadership team and department head will meet bi-weekly to review, discuss, and make decisions on current student data. Interventions will be modified based on student data. Students who do not display proficiency will be addressed in small groups and during intervention. Students who are proficient will receive advanced instruction in small groups.

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: After School Program

Minutes added to school year: 10,800

Students in all grade levels can receive an extra hour of reading or math instruction at the end of each day.

Teachers use data to drive their instruction and meet with students in small groups. This enables the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Rationale

This will increase student performance in ELA and Math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cowart-Hughes, Tiffany, cowartti@osceola.k12.fl.us

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

Teachers will keep attendance and intervention record in a data notebook. This will be updated weekly and available for review during the bi-weekly data chats.

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

All students are assessed within the first 20 days of school. Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member. Benchmark assessments will be administered throughout the year in order to determine if students are making necessary learning gains.

All members of the school staff participate in Professional Learning Communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. As a charter school, it is sometimes difficult to collaborate with feeder schools as our students come from various schools throughout the district. However, when ever possible, we communicate with previous schools as much as possible. Staff members also implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

As a school, we are committed to preparing our students for college and career readiness. Through rigorous academics, well-rounded extra-curricular activities, and athletic programs, we prepare our students to engage in the wider world that awaits them upon graduation. To further prepare our students for addressing 21st century skills, future workforce needs, and expectations of employers,

Avant Garde Academy of Osceola is adopting the academy model to capitalize on student interests and aptitudes in order to provide a curriculum that both challenges and motivates all students. Teachers from the academic and technical disciplines will work together as a team to integrate curriculum and personalize instruction.

We will provide guidance to students on enrolling in Advanced Placement courses, Dual Enrollment in local community colleges.

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

Currently, our student population only goes through 10 grade. Industry certifications will be available once we add 11th grade students. We will be working this year to establish partnerships with local technical schools.

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

Our Academies will provide several Programs of Study that the students can choose from to combine a college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work.

It is also our goal to incorporate partnerships with employers, the community, and local colleges in order to bring in resources to provide student with unique learning opportunities that help motivate students.

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

Based on an analysis of the High School Feedback Report, we strive to improve readiness for public postsecondary level by implementing the following.

- A Saturday college readiness workshops for students and their parents
- Our counselors will conduct classroom guidance and individual counseling sessions with students
- We will hold two meetings, one in the Fall and the other in the Spring for parents of rising juniors to explain their role in assisting students with being ready for college

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 in ELA will increase by 3-5% with the implementation of research-based instructional best practices.
- G2.** Student achievement in Science will increase by 3-5% when teachers implement rigorous standards-based, data-driven instruction.
- G3.** We will increase math proficiency by 3-5%.

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 in ELA will increase by 3-5% with the implementation of research-based instructional best practices. 1a

G049405

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Resources Available to Support the Goal 2

- Becoming a Reflective Teacher, Teacher evaluation system

Targeted Barriers to Achieving the Goal 3

- Teachers demonstrate limited understanding of how to strategically plan and implement research-based instructional strategies for reading instruction.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Student achievement in Science will increase by 3-5% when teachers implement rigorous standards-based, data-driven instruction. 1a

G049392

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

FAA Science Proficiency

Resources Available to Support the Goal 2

- Science Florida Standards, FSA Test Items Specifications, EOC Blueprints, AIMS Web for data collection, Hess's Model for Webb's Depth of Knowledge, Progress Monitoring Assessments, MTSS.

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding on how to effectively collect and apply relevant student data to their instruction in Science.

G3. We will increase math proficiency by 3-5%. 1a

G049380

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Digit Fulls, Pearson Success, Digital notebooks

Targeted Barriers to Achieving the Goal 3

- Students demonstrate difficulties when faced with finding the correct math operation in solving real world problems and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions

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 in ELA will increase by 3-5% with the implementation of research-based instructional best practices. **1**

 G049405

G1.B1 Teachers demonstrate limited understanding of how to strategically plan and implement research-based instructional strategies for reading instruction. **2**

 B123505

G1.B1.S1 Classroom walk-throughs, informal, and formal observations using evaluation protocols will provide data for progress monitoring teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement in ELA. **4**

 S135415

Strategy Rationale

Teachers will understand how to use strategies to reach the desired effect of increasing student achievement in ELA.

Action Step 1 **5**

The Leadership Team will coordinate a training calendar to include professional development on implementation of researched based instructional strategies for ELA instruction.

Person Responsible

Tiffany Cowart-Hughes

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.

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

Weekly walk through observations, informal observations, and formal observations using the teacher evaluation protocols will be scheduled.

Person Responsible

Carlos Lugo

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation data and student performance on FSA and number of teachers attaining a level of highly effective rating.

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

The Leadership Team will use classroom observation data to determine which instructional strategies need the most support for additional professional development.

Person Responsible

Tiffany Cowart-Hughes

Schedule

Biweekly, from 5/29/2015 to 5/29/2015

Evidence of Completion

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.

G2. Student achievement in Science will increase by 3-5% when teachers implement rigorous standards-based, data-driven instruction. 1

G049392

G2.B1 Teachers have limited understanding on how to effectively collect and apply relevant student data to their instruction in Science. 2

B123453

G2.B1.S1 The leadership team representative and curriculum resource teacher will meet weekly with Professional Learning Communities and department heads to support the teams in developing rigorous instructional plans based on standards and current student data. 4

S135361

Strategy Rationale

With the guidance and support of the coaches and administration, teams will learn how to develop rigorous standards-based and data-driven instruction.

Action Step 1 5

Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays with an assigned leadership team representative.

Person Responsible

Carlos Lugo

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans and classroom observations will indicate uniform planning and collaboration on standards based instruction and relevant student data.

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

Weekly walk through observations, informal observations, and formal observations.

Person Responsible

Tiffany Cowart-Hughes

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

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

Weekly walk through observations, informal observations, and formal observations.

Person Responsible

Carlos Lugo

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Weekly Professional Learning Community/ department heads, bi-weekly data meetings, Observation data, lesson plan documentation, and digital data notebooks will display evidences of teacher and student growth.

G3. We will increase math proficiency by 3-5%. 1

 G049380

G3.B1 Students demonstrate difficulties when faced with finding the correct math operation in solving real world problems and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions 2

 B123406

G3.B1.S1 Professional development will be offered to teachers on how to teach students to use mathematical strategies. 4

 S135309

Strategy Rationale

When students are equipped with sufficient strategies, they will implement them.

Action Step 1 5

Professional Development on mathematical strategies

Person Responsible

Tiffany Cowart-Hughes

Schedule

On 5/29/2015

Evidence of Completion

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

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

Weekly walk through observations, informal observations, and formal observations.

Person Responsible

Tiffany Cowart-Hughes

Schedule

On 5/29/2015

Evidence of Completion

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

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

The Leadership Team will use classroom observation data to determine which strategies need the most support for additional professional development.

Person Responsible

Carlos Lugo

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Professional Development on mathematical strategies	Cowart-Hughes, Tiffany	8/18/2014	Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.	5/29/2015 one-time
G2.B1.S1.A1	Professional Learning Community and Department head meetings will be held bi-weekly, on Wednesdays with an assigned leadership team representative.	Lugo, Carlos	8/18/2014	Teacher lesson plans and classroom observations will indicate uniform planning and collaboration on standards based instruction and relevant student data.	5/29/2015 biweekly

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	The Leadership Team will coordinate a training calendar to include professional development on implementation of researched based instructional strategies for ELA instruction.	Cowart-Hughes, Tiffany	8/18/2014	Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.	5/29/2015 quarterly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	The Leadership Team will use classroom observation data to determine which instructional strategies need the most support for additional professional development.	Cowart-Hughes, Tiffany	5/29/2015	Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.	5/29/2015 biweekly
G1.B1.S1.MA1	Weekly walk through observations, informal observations, and formal observations using the teacher evaluation protocols will be scheduled.	Lugo, Carlos	8/18/2014	Observation data and student performance on FSA and number of teachers attaining a level of highly effective rating.	5/29/2015 weekly
G2.B1.S1.MA1	Weekly walk through observations, informal observations, and formal observations.	Lugo, Carlos	8/18/2014	Weekly Professional Learning Community/ department heads, bi-weekly data meetings, Observation data, lesson plan documentation, and digital data notebooks will display evidences of teacher and student growth.	5/29/2015 weekly
G2.B1.S1.MA1	Weekly walk through observations, informal observations, and formal observations.	Cowart-Hughes, Tiffany	8/18/2014	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.	5/29/2015 weekly
G3.B1.S1.MA1	The Leadership Team will use classroom observation data to determine which strategies need the most support for additional professional development.	Lugo, Carlos	8/18/2014	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.	5/29/2015 biweekly
G3.B1.S1.MA1	Weekly walk through observations, informal observations, and formal observations.	Cowart-Hughes, Tiffany	8/18/2014	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.	5/29/2015 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.

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