

# Village Academy On The Art & Sara Jo Kobacker Campus



2014-15 School Improvement Plan

## Village Academy On The Art & Sara Jo Kobacker Campus

400 SW 12TH AVE, Delray Beach, FL 33444

[www.edline.net/pages/village\\_academy](http://www.edline.net/pages/village_academy)

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	Yes	97%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	99%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Palm Beach 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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Village Academy is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

Village Academy envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

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

Village Academy has a deep appreciation for multicultural diversity. We thrive on using the Single School Culture model to implement academics, behavior, and climate in order to meet the needs and interests of all students and families of the school. Over the year (school and summer) staff participate in multi cultural professional development opportunities, ensuring they remain up-to-date on student cultures and enabling staff to build strong relationships through understanding of multiple populations, resulting in social justice and equity of all.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Village Academy ensures that relationship-building is a clear priority and strategies for relationship building have been built into the student PROMISE. In the first days of school, teachers share their syllabus with both students and families to explicitly set a positive and clear tone of the classroom, the school's expectations and values that will guide in student success.

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

Village Academy has staff both in the morning hours, during, and after school to support student safety. The school's PROMISE outlines the expectation of Tigers on campus. The PROMISE is taught and upheld through the classrooms. The first six days of school as first hour teachers use ten minutes to implement the PROMISE, solidifying student understanding.

Additionally, the school has many forms of school counseling to support students' academic, behavioral, and social/emotional needs. Through grade level meetings the staff shares safety protocols and procedures, clarifying the importance of safety first on the school's grounds.



**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**

Village Academy staff share their classroom expectations for bell-to-bell instruction with students enabling them to feel comfortable with the classroom rules. With clear rules and expectations, students understand the boundaries and guidelines during instructional time. All expectations and rules are approved and supported by administrative staff allowing students the analysis of effective and fair protocols, and at the same time supporting the teacher's classroom management choices.

**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**

Village Academy's school based team meets biweekly to discuss students with barriers to academic and social success. If students are in need of immediate resources, staff will pursue effective support through multiple programs offered through the community and/or District. Teachers are trained and supported regarding execution of anecdotal notes and procedures for students support.

**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**

Village Academy has the following early warning systems:

1. Attendance below 90 percent is flagged and a phone call is made home
2. Tardy consequences after an unexcused tardy
2. One or more suspensions, whether in school or out of school
3. Course failure in in all subjects areas four times a year
4. Level 1 score on the statewide, standardized assessments in English Language Arts and/or mathematics

-We use the Plasco and Edline systems for data collection of absences and tardies

-We use TERMS to identify at-risk behavior students

**Provide the following data related to the school's early warning system**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	5	4	7	2	4	0	0	0	0	0	0	0	28
One or more suspensions	2	6	13	18	10	11	29	21	10	16	11	17	4	168
Course failure in ELA or Math	15	19	11	3	7	0	0	0	11	14	0	4	3	87
Level 1 on statewide assessment	0	0	0	29	21	22	26	15	27	12	13	11	6	182

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	5	3	14	10	6	16	7	11	13	4	9	1	103

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

Village Academy has implemented an effective multi-disciplinary team approach to problem solve and create action plans that include the following:

- Read 180, Reading Plus, SAI , iii, and Tutorials through the reading department
- Planned Discussions, Goal Setting for identified student through the classroom educators
- Notification procedures for parents, agency and community outreach through the guidance and administrative departments

### **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/196602>.

#### **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**

Village Academy uses the following processes to develop and sustain stakeholder relationships and involvement:

- 1) Participation in community events (Holiday parades, volunteering, participating in athletic events....)
- 2) Hold open house events, curriculum nights, AVID strategy and share and awards events.
- 3) Develop and execute innovative interactive tutorials for parents who are unfamiliar with EdLine, Learning Tools, and other forms of educational technology;
- 4) Active website for up-to-date school information for communication delivering classroom and school news to parents

The above events and activities give stakeholders the opportunity to get to know the schools' staff and administration and aid in supporting student achievement.

### **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
Sims, Guarn	Principal
Gillard, Sharese	Assistant Principal
Dixon, Latoya	Assistant Principal
Williams, Cheryl	Assistant Principal

## Duties

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

Administrators take on the role of the school's educational leaders through consistent and responsive classroom observations, implementation of professional development, open dialogue with staff members, ongoing campus supervision and the implementation and follow-through of school-wide 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***

Title I Funds:

Village academy incorporates Title I funds to assist with the purchase of Reading Resource teachers, Reading teachers, Reading Coach, Math teachers, reading and math tutorials. In addition, funds are also used to provide staff development in reading, math, writing, science, and AVID strategies used school-wide.

Title II:

Title II funds will support curriculum and Marzano professional development opportunities

Title III:

Title III Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.

Title X - Homeless

Guidance Counselors provide resources (Clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1,2, and 3 students who fit the District's criteria for placement.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Nintha Graham	Business/Community
Kenya Madison	Teacher
Micline Dominique	Teacher
Tobie Kasimer	Education Support Employee
Kaydian Gordan	Parent
Jean C. Delpe	Parent
Sheryl Jenkins	Parent
Veronia Bowleg	Parent
Vincent Clinton	Parent
Jean Senat	Parent
Miriam Medrano	Parent
Remedios Trejo	Parent
Desi McCloud	Parent
Marlene Brown	Business/Community
Sonia Telusnord	Business/Community
Johnny Bennet	Business/Community
	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*

The 2014-2015 School Improvement Plan was approved through a monthly meeting. Additionally, the community of SAC has shared items they would like to see or question with the ongoing development and enhancement of the plan.

### *Development of this school improvement plan*

The SAC is involved with this year's School Improvement Plan by sharing their point of view over the past year's School Improvement Plan's success and by sharing feedback on the new School Improvement Plan at a scheduled meeting (the first Tuesday of the month). School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan; monies may be expended only on programs or projects selected by the School Advisory Council. Neither School District staff nor principals may override the recommendations of the School Advisory Council. The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

The annual budget was shared line by line by the principal of the school, enabling all SAC participants to understand the line items both for purpose and functionality.

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

School Improvement Funds will support after-school tutorials programs and mini classroom grant initiatives submitted by classroom teachers.

**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*

Village Academy keeps a close eye on its membership and continues to obtain more and more members each year that resemble the 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
Dominique, Micline	Teacher, K-12
Kelly, Tracy	Instructional Coach
Solis, Shannon	Instructional Coach
George, Emerald	Teacher, K-12
Gillard, Sharese	Assistant Principal
Dixon, Latoya	Assistant Principal
Owens, Sandra	Teacher, K-12
Sims, Guarn	Principal
Williams, Cheryl	Assistant Principal
Poorman, Jennifer	Instructional Coach

**Duties**

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

This year the LLT team will focus on building teacher capacity based on the District's literacy plan and the Florida Common Core.

**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**

Village Academy has instituting a partnering program where all staff members have picked two people to "get to know" and support through the year. This provides opportunities for all staff to have collegial support and guidance. Moreover, the teaching staff meets biweekly in learning team meetings with administration, the learning team facilitator, and grade level/subject area teachers to help support and build capacity. These meetings are structures to empower and enhance staff relationships.

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

Village Academy will provide support to first year teachers through a mentoring program. The assistant principal will assign a mentor/buddy teacher to all new teachers (veteran and first year). Moreover, the principal will attend district and college campus job fairs to recruit highly qualified teachers.

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

The school pairs novice teachers with experienced teachers who have historically shown success in grasping the Art and Science of Teaching.

EXAMPLES:

ELEMENTARY: Mrs. Kelly (a mentor) has utilized and integrated effective teaching strategies into the elementary curriculum. Additionally, Mrs. Kelly has several years of teaching experience at the primary level. The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for the feedback, coaching and planning

MATH: Ms. Owens has utilized and integrated effective teaching strategies into the math curriculum. Additionally, Ms. Owens has several years of teaching experience within the math content area.

## **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***

Village Academy administration is trained on curriculum as educational leaders. Moreover, the reading, math, and science coaches, along with the learning team facilitator help support the teaching staff with effectively implementing and executing their lessons in conjunction with the School District of Palm beach County's Learning Village Resources (already aligned with Florida standards.). We use small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies).

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will

also collaborate with general education and special education teachers to create goals and interventions

for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention. ESOL Contact: The ESOL

contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective

interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention. Academic Coaches: The Academic Coaches will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The coaches will provide professional development in the area of effective interventions as well as effective implementation of the core instructional program. The coaches

will also research best practice scientifically based curriculum/behavioral assessment approaches and

share these with the staff. The coaches will also work with individual teacher to ensure that interventions

as well as core instructional practices are being implemented with fidelity. Coaches will model the implementation of the intervention when needed. Coaches will also serve as case managers for students

in Tier II which would include meeting with teachers to create interventions, reviewing student data, and

conducting follow up with teachers to ensure that student data is being collected, tracked, and graphed.

Psychologist: The Psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation, and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

Guidance Counselor: The Guidance Counselor will actively participate in the SBT/RTI meetings. This will

include reviewing student referrals, analyzing individual student data, and problem solving. The counselor will also be responsible for tracking school based team referrals and provide social and behavioral interventions by tracking and monitoring their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students. This person will provide professional development to the staff in reference to effective interventions, using CBM to progress monitor the effectiveness of the

interventions and graphing and analyzing student data. The RTI facilitator will also provide case management and interventions for students in Tier III.

***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: Summer Program**

**Minutes added to school year: 3,600**

Development of a summer school program explicitly delivering reading and math content.

**Strategy Rationale**

It was important to add to the school years days and allow students to spend a few days a week catching up on concept missed due to testing and the 180 day school calendar. The summer proves a two subject approach allowing the students time and opportunity to process the content.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Solis, Shannon, shannon.soli@palmbeachschools.org

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

This years Fall diagnostic will be assessed to see if "the summer slide" was less privy in supper school participants.

**Strategy: Extended School Day**

**Minutes added to school year: 8,200**

Development and implementation of school tutoring program to assist struggling readers.

**Strategy Rationale**

An extra period is added to the school day in order to support struggling readers' needs. Adding a differentiated program daily will aid in student support resulting in student growth and achievement,

**Strategy Purpose(s)**

- Core Academic Instruction

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

Solis, Shannon, shannon.soli@palmbeachschools.org

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

Upon receipt of Fall diagnostic data tutoring groups will be developed. Each tutoring group will be assessed weakly to guide instruction and reflect on the program.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**



To assist with the transition of preschool children from early childhood programs, Village Academy staff will collaborate with pre-schools in the local community to conduct school tours, provide readiness checklists, and conduct parent trainings regarding the preschool transition. At Village Academy, all entering Kindergarten students are assessed within the first two weeks of school to determine individual student needs. All students are assessed with FAIR. Once the students are screened, the data will be collected, disaggregated, and analyzed within the first three weeks of school to homogeneously group students so that instruction can be focused on the needs of the group. The data will also be used to plan daily the academic instruction for all students and for individual students who may need intervention beyond the core instructional curriculum. The kindergarten academic instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by the screening data. Ongoing assessment will occur in the 5 areas of Reading throughout the school year.

1. Inform parents of kindergarten roundup
2. Provide pre-school activities for Head Start students
3. Communicate with local pre-schools

### **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***

Additionally, a list of students who are in need of academic support is generated every 4 ½ weeks and the administrative staff meets with these students individually to discuss the academic concerns and discuss support interventions. To help expose our students to the various college and career options that are available to them, Village Academy provides high school students with the opportunity to tour the colleges and universities throughout the state of Florida. Village Academy teachers accompany the students as chaperones on the trip and utilize these college experiences for reflection activities within the classroom relating to their high school academic development. On each college tour, students tour each college campus, visit with college counselors and advisors, discuss admissions and financial aid requirements, learn about college scholarship opportunities, visit college classrooms, and experience what it feels like to be on a college campus. Village Academy strongly believes that it is very important for high school students to experience the college environment and we demonstrate our serious investment in this concept by paying the cost for this tour. To help students prepare for the rigor of the SAT, ACT, and CPT tests that are taken during 11th and 12th grade, Village Academy implements an aggressive assessment schedule to expose students to college preparatory entrance testing formats early in their middle and high school career. College preparation testing consists of 8th grade students taking the ReadStep exam (pre-PSAT), 9th grade taking the EXPLORE test (Pre-ACT), and 10th grade taking the PSAT test and the PLAN test (Pre-ACT). 11th grade students will be required to take the SAT and/or the ACT at least once during the 11th grade.

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

Many of the courses offered at Village Academy are developed and chosen from existing curriculum to help students make the connection between school and the "real world". For instance, the students are exposed to journalism, computer programming, AP Environmental Science, Economics, marketing, digital photography, student government, leadership skills, and web design. These courses are integrated into their schedules as electives and core subjects to help students gain the skills and knowledge needed to tie the classroom to their futures.

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

The educational objective for high school students who enroll at Village Academy is to prepare them for college enrollment and subsequent graduation to assist the students in overcoming poverty and other negative social factors. A heavy emphasis will be made on increasing the number of students who take AP courses and enroll in dual enrollment courses. Several other strategies are being implemented to help prepare Village Academy students for postsecondary education. One strategy utilized is that all 9th and 10th grade students are highly encouraged to enroll in French for one of their elective courses during their first two years of high school, which helps to ensure that the foreign language requirement needed for college enrollment and Bright Futures is completed early in their high school career. Also, the academic progress of Village Academy high school students is closely tracked every 4 ½ weeks to monitor the academic profiles on all of the high school students. With a small population of high school students (less than 300 students), the monitoring of their academic progress is able to be done in a very personal manner. The guidance counselor and administrative staff will meet with students individually to review their high school credits, cumulative GPA, remaining courses to take, Bright Futures eligibility, and discuss any necessary scheduling adjustments to qualify for postsecondary education.

***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***

Village Academy has added the AVID program over the last three years supporting student readiness. Additionally, the guidance program supports student readiness through consistent presentations and individualized counseling sessions aiding the students in their post-secondary lives. The AVID teachers have ongoing field trips to local colleges and universities, allowing the students to experience the campuses and student life. Consequently, whole families gain an understanding of the post-secondary world.

## 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.** Parental involvement in school plans for continued growth of academic programs and college readiness.
- G2.** 75% of students participating in science EOCs will show proficiency.
- G3.** 75% of students participating in Math EOCs will show proficiency.
- G4.** 50% of students participating on the reading portion of the Florida Standards Assessment will show proficiency
- G5.** Postsecondary Readiness proficiency will increase by 5 percentile points
- G6.** 50% of students participating in the writing portion of the Florida Standards Assessment will show proficiency
- G7.** 60% of students participating in the math portion of the Florida Standards Assessment will show proficiency

## 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. Parental involvement in school plans for continued growth of academic programs and college readiness. 1a**

G050015

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0
4-Year Grad Rate (At-Risk)	85.0
College Readiness Reading	80.0
Middle School Performance in EOC and Industry Certifications	95.0
College Readiness Mathematics	45.0
Attendance rate	95.0
Discipline incidents	-15.0
Advanced coursework completion - H.S.	75.0

**Resources Available to Support the Goal 2**

- Edline
- ParentLink
- Parent Liaison
- School Advisory Council
- Parent Teacher Association
- AVID

**Targeted Barriers to Achieving the Goal 3**

- Consistant communication
- Lack of background knowledge

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

The survey data will be assessed.

**Person Responsible**

Guarn Sims

**Schedule**

On 6/5/2015

**Evidence of Completion**

The survey results will be documented and any changes needed will be assessed and added.

**G2. 75% of students participating in science EOCs will show proficiency. 1a**

G050014

**Targets Supported 1b**

Indicator	Annual Target
Bio I EOC Pass	75.0

**Resources Available to Support the Goal 2**

- AVID
- Learning Team Meeting

**Targeted Barriers to Achieving the Goal 3**

- Consistently implementing higher order questions
- Providing differentiated instruction

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

All data pre and post strategy sessions will be collected and assessed for teacher capacity development.

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

Data will show strategies implemented and how effective the instruction and plans are.

**G3. 75% of students participating in Math EOCs will show proficiency. 1a**

G050012

**Targets Supported 1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	75.0
Geometry EOC Pass Rate	75.0

**Resources Available to Support the Goal 2**

- AVID
- Learning Team Meetings
- Tutoring

**Targeted Barriers to Achieving the Goal 3**

- Consistently implementing high order-order questions during instructional delivery.
- Providing differentiated instruction during the instructional day.
- Level 1 and 2 students not showing progress

**G4.** 50% of students participating on the reading portion of the Florida Standards Assessment will show proficiency **1a**

G049501

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	53.0
AMO Reading - African American	53.0
AMO Reading - ED	53.0
AMO Reading - SWD	43.0

**Resources Available to Support the Goal** **2**

- AVID
- Reader's Workshop
- Learning Team Meetings
- Tutoring

**Targeted Barriers to Achieving the Goal** **3**

- Struggling level 1 and 2 readers as per previous FCAT scores
- Consistently implementing higher-order questions during instructional delivery
- Providing differentiated instruction during the instructional day

**Plan to Monitor Progress Toward G4.** **8**

Cornell Notes will be assessed for effectiveness

**Person Responsible**

Latoya Dixon

**Schedule**

Biweekly, from 11/3/2014 to 4/3/2015

**Evidence of Completion**

Cornell notes will be used to generate classroom assessments identifying if the strategy is working and what needs to be altered.

**G5. Postsecondary Readiness proficiency will increase by 5 percentile points** 1a

G049503

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0
4-Year Grad Rate (At-Risk)	85.0

**Resources Available to Support the Goal** 2

- AVID
- Teacher
- Learning Team Meetings

**Targeted Barriers to Achieving the Goal** 3

- Consistently implementing higher-order questions during instructional delivery
- Level 1 and Level 2 students considered as "Zone" students not showing progress
- Providing differentiated instruction during the instructional day

**Plan to Monitor Progress Toward G5.** 8

Lesson plan evaluation, FAIR, and diagnostics to monitor student growth, and iObservation

**Person Responsible**

Latoya Dixon

**Schedule**

On 5/1/2015

**Evidence of Completion**

Monitoring of lesson evaluations (rubric) from administration and LTM.

**G6.** 50% of students participating in the writing portion of the Florida Standards Assessment will show proficiency **1a**

G049504

**Targets Supported** **1b**

Indicator	Annual Target
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**Resources Available to Support the Goal** **2**

- AVID
- Learning Team Meetings

**Targeted Barriers to Achieving the Goal** **3**

- Providing differentiated instruction during the instructional day
- Consistently implementing higher-order questions during instructional delivery
- Implementing cross curriculum writing

**Plan to Monitor Progress Toward G6.** **8**

Lesson plan evaluation, Performance Assessments to monitor student growth, and iObservation

**Person Responsible**

Sharese Gillard

**Schedule**

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

**Evidence of Completion**

Monitoring of lesson evaluations (rubric) from administration and LTM.



**G7. 60% of students participating in the math portion of the Florida Standards Assessment will show proficiency** 1a

G049506

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	56.0
AMO Math - African American	55.0
AMO Math - ED	56.0
AMO Math - ELL	47.0
AMO Math - Hispanic	66.0
AMO Math - SWD	44.0

**Resources Available to Support the Goal** 2

- Tutoring
- Learning Team Meetings

**Targeted Barriers to Achieving the Goal** 3

- Level 3, 4, and 5 regression
- Consistently implementing higher-order questions during instructional delivery
- Providing differentiated instruction during the instructional day
- Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

**Plan to Monitor Progress Toward G7.** 8

Lesson plan evaluation, and diagnostics to monitor student growth, and iObservation

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

Monitoring of lesson evaluations (rubric) from administration and LTM.

## 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.** Parental involvement in school plans for continued growth of academic programs and college readiness.

**1**

 G050015

**G1.B1** Consistant communication **2**

 B125156

**G1.B1.S1** Use of Edline and Parentlink **4**

 S137082

### Strategy Rationale

Using Edline and ParentLink for up-to-date grades, school and class webpages, and important events, keeps the students and families informed on a regular basis, creating an empowered and aware climate for all participants,

### Action Step 1 **5**

ParentLink will be updated and administered as needed.

#### Person Responsible

Guarn Sims

#### Schedule

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

#### Evidence of Completion

Emails

**Action Step 2** 5

Edline will be monitored for teacher participation

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

Edline reports

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

Administration will conform continued usage

**Person Responsible**

Latoya Dixon

**Schedule**

On 6/5/2015

***Evidence of Completion***

Emails and reports will be run for file.

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

Surveys will be administered asking families about school communication

**Person Responsible**

Guarn Sims

**Schedule**

On 5/1/2015

***Evidence of Completion***

Surveys will be administered to allow families to share how effective the communication strategies worked.

**G1.B2** Lack of background knowledge **2**

 B125157

**G1.B2.S1** Development of staff, student, and family meetings to strategize student growth and college preparation plan. **4**

 S137090

**Strategy Rationale**

If the school coordinates and educates students and families on academic expectations and requirements for college readiness clarity and relationships ensue.

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

Open Houses and Parent Nights

**Person Responsible**

Latoya Dixon

**Schedule**

Quarterly, from 9/5/2014 to 4/24/2015

**Evidence of Completion**

Agenda and sign in sheets

**Action Step 2** **5**

Family, student, and staff conferences

**Person Responsible**

Latoya Dixon

**Schedule**

Quarterly, from 9/5/2014 to 4/24/2015

**Evidence of Completion**

Conference notes and goal forms

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

Agendas, sign in, goal sheets and conference notes will be collected

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

Data from the agendas, sign in forms, goal sheets and conference notes will be collected to make sure all important information is delivered on a quarterly basis.

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

All documentation will be collected and a survey will be administered.

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

All documentation will be collected and analyzed to reflect upon for further progress of the actions.

**G2. 75% of students participating in science EOCs will show proficiency. 1**

G050014

**G2.B1 Consistently implementing higher order questions 2**

B125191

**G2.B1.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding. [copy]**

4

S137105

### **Strategy Rationale**

Using these systems help students understand the complexity of the content helping them dig deeper into the skills and knowledge needed to be ready for assessments and college.

### **Action Step 1 5**

Teacher's will be observed on their ability to ask high order questions on a regular basis

#### **Person Responsible**

Latoya Dixon

#### **Schedule**

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

#### **Evidence of Completion**

iObservation tool

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

Teachers will be evaluated for using high order questioning in the classrooms

#### **Person Responsible**

Latoya Dixon

#### **Schedule**

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

#### **Evidence of Completion**

iObservation

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

iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.

### Person Responsible

Latoya Dixon


### Schedule

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

### Evidence of Completion

Reports from iObservation will be pulled looking at the depth of learning concepts.

## G2.B2 Providing differentiated instruction 2

 B125192

### G2.B2.S1 Lesson plan evaluation, classroom and District assessments, and iObservation [copy] 4

 S137096

### Strategy Rationale

Having the ability to monitor the student and teacher's progress will help assess and alter or enhance instruction based on student need.

## Action Step 1 5

Consistently assess student progress through lesson plan evaluation

### Person Responsible

Latoya Dixon

### Schedule

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

### Evidence of Completion

Lesson plan checklist

### Action Step 2 5

Analyze student progress through periodic classroom and District assessments

**Person Responsible**

Jennifer Poorman

**Schedule**

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

**Evidence of Completion**

Data will be shared at LTM meetings

### Action Step 3 5

iObservation will be used to observe teacher's use of higher order questioning

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

iObservation feedback tool

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will collect data

**Person Responsible**

Latoya Dixon

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Data Feedback Forms and iObservation forms will be collected,



**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

After data is collected and evaluated, reflection, remediation or enhancement will ensue

**Person Responsible**

Latoya Dixon

**Schedule**

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


**Evidence of Completion**

All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.

**G3. 75% of students participating in Math EOCs will show proficiency. 1**


 G050012

**G3.B1 Consistently implementing high order-order questions during instructional delivery. 2**

 B125153

**G3.B1.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding. [copy]**

4

 S137103

**Strategy Rationale**

Using these systems help students understand the complexity of the content helping them dig deeper into the skills and knowledge needed to be ready for assessments and college.

**Action Step 1 5**

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

iObservation tool

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

Teachers will be evaluated for using high order questioning in the classrooms

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

iObservation

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

iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

Reports from iObservation will be pulled looking at the depth of learning concepts.

**G3.B2** Providing differentiated instruction during the instructional day. 2

 B125154

**G3.B2.S1** Lesson plan evaluation, classroom and District assessments, and iObservation [copy] 4

 S137098

**Strategy Rationale**

Having the ability to monitor the student and teacher's progress will help assess and alter or enhance instruction based on student need.

**Action Step 1** 5

Consistently assess student progress through lesson plan evaluation

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

Lesson plan checklist

**Action Step 2** 5

Analyze student progress through periodic classroom and District assessments

**Person Responsible**

Jennifer Poorman

**Schedule**

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

***Evidence of Completion***

Data will be shared at LTM meetings

### Action Step 3 5

iObservation will be used to observe teacher's use of higher order questioning

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

iObservation feedback tool

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will collect data

**Person Responsible**

Latoya Dixon

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Data Feedback Forms and iObservation forms will be collected,

### Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

After data is collected and evaluated, reflection, remediation or enhancement will ensue

**Person Responsible**

Latoya Dixon

**Schedule**

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


**Evidence of Completion**

All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.

**G3.B3** Level 1 and 2 students not showing progress 2

 B125155

**G3.B3.S1** Lesson plan evaluation, classroom and District assessments, and iObservation [copy] 4

 S137099

**Strategy Rationale**

Having the ability to monitor the student and teacher's progress will help assess and alter or enhance instruction based on student need.

**Action Step 1** 5

Consistently assess student progress through lesson plan evaluation

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

Lesson plan checklist

**Action Step 2** 5

Analyze student progress through periodic classroom and District assessments

**Person Responsible**

Jennifer Poorman

**Schedule**

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

***Evidence of Completion***

Data will be shared at LTM meetings

**Action Step 3** 5

iObservation will be used to observe teacher's use of higher order questioning

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

iObservation feedback tool

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

Administration will collect data

**Person Responsible**

Latoya Dixon

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Data Feedback Forms and iObservation forms will be collected,

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

After data is collected and evaluated, reflection, remediation or enhancement will ensue

**Person Responsible**

Latoya Dixon

**Schedule**

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


***Evidence of Completion***

All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.


**G4.** 50% of students participating on the reading portion of the Florida Standards Assessment will show proficiency **1**

 G049501

**G4.B1** Struggling level 1 and 2 readers as per previous FCAT scores **2**

 B123852

**G4.B1.S1** Text annotation and deep reading based on Florida Common Core Standards. **4**

 S135699

### **Strategy Rationale**

Taking the time to model and implement how to mark up a text and dig deeper for understanding will help aid the student in achieving these tests on the assessments and college level texts.

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

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

#### **Person Responsible**

Shannon Solis

#### **Schedule**

Every 6 Weeks, from 9/5/2014 to 5/1/2015

#### **Evidence of Completion**

Portfolios, binder checks, and teacher generated assessments

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1** **6**

AVID will be implemented

#### **Person Responsible**

Shannon Solis

#### **Schedule**

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

#### **Evidence of Completion**

Student samples and observation

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

AVID strategies

**Person Responsible**

Shannon Solis

**Schedule**

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

**Evidence of Completion**

Social Studies teachers will check binders and AVID coordinator will collect work samples

**G4.B1.S2 Cornell Notes** 4

 S135701

**Strategy Rationale**

Using Cornell notes will enable students to use the skills and knowledge needed in order to break down important information in a text for understanding and use for answering higher order questioning.

**Action Step 1** 5

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

Binder checks and student samples



**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Both student and teacher Cornell notes will be evaluated

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

Quarterly sample student Cornell Notes will be discussed in LTMs.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Cornell Notes will be collected and peer evaluated.

**Person Responsible**

Latoya Dixon

**Schedule**

On 5/1/2015

***Evidence of Completion***

Sample student Cornell notes will be peer evaluated for feedback in LTMs.

**G4.B1.S3 Tutoring** 4

S137111

**Strategy Rationale**

Level 1 and 2 students will receive reading tutoring daily.

**Action Step 1** 5

Struggling reading students will receive an extra hour of reading tutoring daily

**Person Responsible**

Shannon Solis

**Schedule**

Weekly, from 11/3/2014 to 4/3/2015

**Evidence of Completion**

Lesson plans and assessments

**Plan to Monitor Fidelity of Implementation of G4.B1.S3** 6

Tutors will share lesson plans and activities for student differentiation

**Person Responsible**

Shannon Solis

**Schedule**

Weekly, from 11/3/2014 to 4/3/2015

**Evidence of Completion**

Lesson plans and assessemnts will be collected in order to eveluate the progress of the program.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3** 7

Assessments will be generated and administered weekly

**Person Responsible**

Shannon Solis

**Schedule**

Weekly, from 11/3/2014 to 5/1/2015

**Evidence of Completion**

Weekly assessments will help drive tutorial instruction.

**G4.B2** Consistently implementing higher-order questions during instructional delivery 2

 B123853

**G4.B2.S1** Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding preparing students for success with the Florida Common Core Standards. 4

 S135702

**Strategy Rationale**

Using these systems help students understand the complexity of the content helping them dig deeper into the skills and knowledge needed to be ready for assessments and college.

**Action Step 1** 5

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

iObservation tool

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Teachers will be evaluated for using high order questioning in the classrooms

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

iObservation

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.

**Person Responsible**

Latoya Dixon


**Schedule**

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


***Evidence of Completion***

Reports from iObservation will be pulled looking at the depth of learning concepts.

**G4.B3** Providing differentiated instruction during the instructional day **2**

 B123856

**G4.B3.S1** Teachers will create differentiated instruction opportunities for all students preparing them for success with the Florida Common Core Standards. **4**

 S135707

**Strategy Rationale**

If teachers understand the needs of each student and differentiate the instruction all students will feel accounted for and grow academically.

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

All students will receive differentiated instruction based on their strengths and weaknesses

**Person Responsible**

Sharese Gillard

**Schedule**

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

***Evidence of Completion***

Lesson plans and the use of classroom centers

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** **6**

Students will receive differentiated instruction based on their needs

**Person Responsible**

Sharese Gillard

**Schedule**

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

***Evidence of Completion***

Lesson plans and LTM documentation

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7**

Differentiated instruction will be supplied to all students based on their needs

**Person Responsible**

Sharese Gillard


**Schedule**

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


**Evidence of Completion**

Small group work, center work, benchmark/standards' assessments

**G5. Postsecondary Readiness proficiency will increase by 5 percentile points 1**

 G049503

**G5.B1 Consistently implementing higher-order questions during instructional delivery 2**

 B123865

**G5.B1.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding. 4**

 S135724

**Strategy Rationale**

**Action Step 1 5**

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Person Responsible**

**Schedule**

**Evidence of Completion**

iObservation tool

**Action Step 2** 5

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Person Responsible**

**Schedule**

***Evidence of Completion***

iObservation tool

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Teachers will be evaluated for using high order questioning in the classrooms

**Person Responsible**

**Schedule**

***Evidence of Completion***

iObservation

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G5.B2** Level 1 and Level 2 students considered as "Zone" students not showing progress 2

 B123866

**G5.B2.S1** Hiring of high school reading teacher 4

 S135725

**Strategy Rationale**

Having an extra class of reading daily will support the students in their progress and movement to towards graduation.

**Action Step 1** 5

Students will receive teaching support specifically focused on their needs.

**Person Responsible**

Guarn Sims

**Schedule**

On 6/5/2015

***Evidence of Completion***

Lesson plans, District diagnostics, Study Island and District assessments, iObservation

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

**Person Responsible**

Latoya Dixon

**Schedule**

On 5/1/2015

***Evidence of Completion***

Assessments, student work samples, iObservation



**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Classroom and District assessment data will be collected

**Person Responsible**

Latoya Dixon

**Schedule**

On 5/1/2015

***Evidence of Completion***

Reports reviewed in LTMs

**G5.B2.S2** Students will use supplemental materials such as Study Island 4

 S135726

**Strategy Rationale**

Having extra resources exposes students to more reading practice aids in student achievement.

**Action Step 1** 5

Provide support using tutoring during and after school

**Person Responsible**

**Schedule**

***Evidence of Completion***

Evaluation of diagnostic results, CORE K12 and tutorial lesson plans

**Plan to Monitor Fidelity of Implementation of G5.B2.S2** 6

Students will use Study Island and computer based resources

**Person Responsible**

**Schedule**

***Evidence of Completion***

The progress in the students' assigned computer programs.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7**

Students are utilizing the computer components to support differentiated learning on Study Island and other resources


**Person Responsible**

**Schedule**

**Evidence of Completion**

Scores and progress on computer based programs.

**G5.B3 Providing differentiated instruction during the instructional day 2**

 B123868

**G5.B3.S1 Teachers will create differentiated instruction opportunities for all students. 4**

 S135729

**Strategy Rationale**

Implementing differentiated instruction helps meet the needs of each student based on the teachers evaluation of student content knowledge and progress.

**Action Step 1 5**

All students will receive differentiated instruction based on their strengths and weaknesses

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

Lesson plans and the use of classroom centers

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6

Students will receive differentiated instruction based on their needs

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

Lesson plans and LTM documentation

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1** 7

Differentiated instruction will be supplied to all students based on their needs

**Person Responsible**

Latoya Dixon


**Schedule**

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


***Evidence of Completion***

Small group work, center work, standards' assessments


**G6.** 50% of students participating in the writing portion of the Florida Standards Assessment will show proficiency **1**

 G049504

**G6.B1** Providing differentiated instruction during the instructional day **2**

 B123870

**G6.B1.S1** Lesson plan evaluation, classroom and District assessments, and iObservation **4**

 S137101

### Strategy Rationale

Having the ability to monitor the student and teacher's progress will help assess and alter or enhance instruction based on student need.

### Action Step 1 **5**

Consistently assess student progress through lesson plan evaluation

#### Person Responsible

Sharese Gillard

#### Schedule

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

#### Evidence of Completion

Lesson plan checklist

### Action Step 2 **5**

Analyze student progress through periodic classroom and District assessments

#### Person Responsible

Jennifer Poorman

#### Schedule

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

#### Evidence of Completion

Data will be shared at LTM meetings

### Action Step 3 5

iObservation will be used to observe teacher's use of higher order questioning

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

iObservation feedback tool

### Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Administration will collect data

**Person Responsible**

Sharese Gillard

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Data Feedback Forms and iObservation forms will be collected,

### Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

After data is collected and evaluated, reflection, remediation or enhancement will ensue

**Person Responsible**

Sharese Gillard

**Schedule**

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

***Evidence of Completion***

All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.

**G6.B2** Consistently implementing higher-order questions during instructional delivery **2**

 B123871

**G6.B2.S1** Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding preparing students for success with the Florida Common Core Standards. **4**

 S137114

**Strategy Rationale**

Using these systems help students understand the complexity of the content helping them dig deeper into the skills and knowledge needed to be ready for assessments and college.

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

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

iObservation tool

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** **6**

Teachers will be evaluated for using high order questioning in the classrooms

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

iObservation

## Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.

### Person Responsible

Latoya Dixon


### Schedule

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


### Evidence of Completion

Reports from iObservation will be pulled looking at the depth of learning concepts.

## G6.B3 Implementing cross curriculum writing 2

 B125201

**G6.B3.S1** All teachers will unpack and prepare lessons in order for students to write in ever subject area preparing them for success with the Florida Common Core Standards. 4

 S137113

### Strategy Rationale

It is important that all students write in all classes in order to build muti content skills and knowledge for writing.

## Action Step 1 5

All content area teachers will unpack writing standards and prepare lessons asking students to write.

### Person Responsible

Latoya Dixon

### Schedule

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

### Evidence of Completion

Writing samples, performance assessments, and online assessments

**Plan to Monitor Fidelity of Implementation of G6.B3.S1** 6

Sample lessons with writing embedded with be reviewed and discussed.

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

Quarterly staff members will bring samples of their students writing in for discussion and peer evaluation enabling the teachers to work collaboratively on cross curriculum writing.

**Plan to Monitor Effectiveness of Implementation of G6.B3.S1** 7

Evaluate teacher rubrics and feedback for student success in all subject area writing.

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***


Teachers will have discussions with the LTF and administration about the effectiveness of their plans and will evaluate where needed.




**G7.** 60% of students participating in the math portion of the Florida Standards Assessment will show proficiency **1**

 G049506

**G7.B1** Level 3, 4, and 5 regression **2**

 B123875

**G7.B1.S1** Hiring of middle school math teacher **4**

 S137106

### **Strategy Rationale**

Having an extra class of math daily will support the students in their progress and movement to towards graduation.

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

Students will receive teaching support specifically focused on their needs.

#### **Person Responsible**

Guarn Sims

#### **Schedule**

On 6/5/2015

#### **Evidence of Completion**

Lesson plans, District diagnostics, Study Island and District assessments, iObservation

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1** **6**

The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.

#### **Person Responsible**

Latoya Dixon

#### **Schedule**

On 5/1/2015

#### **Evidence of Completion**

Assessments, student work samples, iObservation

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Classroom and District assessment data will be collected

**Person Responsible**

Latoya Dixon


**Schedule**

On 5/1/2015

**Evidence of Completion**

Reports reviewed in LTMs

**G7.B1.S2 Cornell Notes** 4

 S137115

**Strategy Rationale**

Using Cornell notes will enable students to use the skills and knowledge needed in order to break down important information in a text for understanding and use for answering higher order questioning; preparing them for success with the Florida Common Core Standards.

**Action Step 1** 5

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

**Person Responsible**

Latoya Dixon

**Schedule**

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

**Evidence of Completion**

Binder checks and student samples

**Plan to Monitor Fidelity of Implementation of G7.B1.S2** 6

Both student and teacher Cornell notes will be evaluated

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

Quarterly sample student Cornell Notes will be discussed in LTMs.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Cornell Notes will be collected and peer evaluated.

**Person Responsible**

Latoya Dixon


**Schedule**

On 5/1/2015

***Evidence of Completion***


Sample student Cornell notes will be peer evaluated for feedback in LTMs.

**G7.B2** Consistently implementing higher-order questions during instructional delivery **2**

 B123876

**G7.B2.S1** Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding. [copy]

**4**

 S137109

**Strategy Rationale**

Using these systems help students understand the complexity of the content helping them dig deeper into the skills and knowledge needed to be ready for assessments and college.

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

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

iObservation tool

**Plan to Monitor Fidelity of Implementation of G7.B2.S1** **6**

Teachers will be evaluated for using high order questioning in the classrooms

**Person Responsible**

Latoya Dixon

**Schedule**

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

***Evidence of Completion***

iObservation

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7**

iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.

**Person Responsible**

Latoya Dixon


**Schedule**

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


**Evidence of Completion**

Reports from iObservation will be pulled looking at the depth of learning concepts.

**G7.B3 Providing differentiated instruction during the instructional day 2**

 B123879

**G7.B3.S1 Teachers will create differentiated instruction opportunities for all students. 4**

 S137110

**Strategy Rationale**

If teachers understand the needs of each student and differentiate the instruction all students will feel accounted for and grow academically; preparing them for success with the Florida Common Core Standards.

**Action Step 1 5**

All students will receive differentiated instruction based on their strengths and weaknesses

**Person Responsible**

Sharese Gillard

**Schedule**

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

**Evidence of Completion**

Lesson plans and the use of classroom centers

**Plan to Monitor Fidelity of Implementation of G7.B3.S1** 6

Students will receive differentiated instruction based on their needs

**Person Responsible**

Sharese Gillard

**Schedule**

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

***Evidence of Completion***

Lesson plans and LTM documentation

**Plan to Monitor Effectiveness of Implementation of G7.B3.S1** 7

Differentiated instruction will be supplied to all students based on their needs

**Person Responsible**

Sharese Gillard

**Schedule**

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

***Evidence of Completion***

Small group work, center work, benchmark/standards' assessments

**G7.B4** Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age. 2

 B123880

**G7.B4.S1** Students will receive direct instruction during small group math instruction. 4

 S135751

### Strategy Rationale

Getting direct instruction will help build student understanding and skill sets.

### Action Step 1 5

Students will receive support during small group instruction.

#### Person Responsible

Sharese Gillard

#### Schedule

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

#### Evidence of Completion

Student work and assessments

### Plan to Monitor Fidelity of Implementation of G7.B4.S1 6

Students are receiving effective small group instruction

#### Person Responsible

Sharese Gillard

#### Schedule

On 5/1/2015

#### Evidence of Completion

Assessments and observation

**Plan to Monitor Effectiveness of Implementation of G7.B4.S1 7**

The effectiveness of small group instruction

**Person Responsible**

Sharese Gillard

**Schedule**

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

**Evidence of Completion**

Analysis of assessments through diagnostics and classroom assessments

**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
G4.B1.S1.A1	All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.	Solis, Shannon	9/5/2014	Portfolios, binder checks, and teacher generated assessments	5/1/2015 every-6-weeks
G4.B1.S2.A1	Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12	Dixon, Latoya	9/5/2014	Binder checks and student samples	5/1/2015 quarterly
G4.B2.S1.A1	Teacher's will be observed on their ability to ask high order questions on a regular basis	Dixon, Latoya	9/5/2014	iObservation tool	5/1/2015 quarterly
G4.B3.S1.A1	All students will receive differentiated instruction based on their strengths and weaknesses	Gillard, Sharese	9/5/2014	Lesson plans and the use of classroom centers	5/1/2015 biweekly
G5.B1.S1.A1	Teacher's will be observed on their ability to ask high order questions on a regular basis		iObservation tool	once	
G5.B2.S1.A1	Students will receive teaching support specifically focused on their needs.	Sims, Guarn	8/11/2014	Lesson plans, District diagnostics, Study Island and District assessments, iObservation	6/5/2015 one-time
G5.B2.S2.A1	Provide support using tutoring during and after school		Evaluation of diagnostic results, CORE K12 and tutorial lesson plans	once	
G5.B3.S1.A1	All students will receive differentiated instruction based on their strengths and weaknesses	Dixon, Latoya	9/5/2014	Lesson plans and the use of classroom centers	5/1/2015 biweekly
G7.B4.S1.A1	Students will receive support during small group instruction.	Gillard, Sharese	9/5/2014	Student work and assessments	5/1/2015 biweekly
G1.B1.S1.A1	ParentLink will be updated and administered as needed.	Sims, Guarn	9/5/2014	Emails	5/1/2015 biweekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Open Houses and Parent Nights	Dixon, Latoya	9/5/2014	Agenda and sign in sheets	4/24/2015 quarterly
G2.B2.S1.A1	Consistently assess student progress through lesson plan evaluation	Dixon, Latoya	9/5/2014	Lesson plan checklist	5/1/2015 biweekly
G3.B2.S1.A1	Consistently assess student progress through lesson plan evaluation	Dixon, Latoya	9/5/2014	Lesson plan checklist	5/1/2015 biweekly
G3.B3.S1.A1	Consistently assess student progress through lesson plan evaluation	Dixon, Latoya	9/5/2014	Lesson plan checklist	5/1/2015 biweekly
G6.B1.S1.A1	Consistently assess student progress through lesson plan evaluation	Gillard, Sharese	9/5/2014	Lesson plan checklist	5/1/2015 biweekly
G3.B1.S1.A1	Teacher's will be observed on their ability to ask high order questions on a regular basis	Dixon, Latoya	9/5/2014	iObservation tool	5/1/2015 quarterly
G2.B1.S1.A1	Teacher's will be observed on their ability to ask high order questions on a regular basis	Dixon, Latoya	9/5/2014	iObservation tool	5/1/2015 quarterly
G7.B1.S1.A1	Students will receive teaching support specifically focused on their needs.	Sims, Guarn	8/11/2014	Lesson plans, District diagnostics, Study Island and District assessments, iObservation	6/5/2015 one-time
G7.B2.S1.A1	Teacher's will be observed on their ability to ask high order questions on a regular basis	Dixon, Latoya	9/5/2014	iObservation tool	5/1/2015 quarterly
G7.B3.S1.A1	All students will receive differentiated instruction based on their strengths and weaknesses	Gillard, Sharese	9/5/2014	Lesson plans and the use of classroom centers	5/1/2015 biweekly
G4.B1.S3.A1	Struggling reading students will receive an extra hour of reading tutoring daily	Solis, Shannon	11/3/2014	Lesson plans and assessments	4/3/2015 weekly
G6.B3.S1.A1	All content area teachers will unpack writing standards and prepare lessons asking students to write.	Dixon, Latoya	9/5/2014	Writing samples, performance assessments, and online assessments	5/1/2015 quarterly
G6.B2.S1.A1	Teacher's will be observed on their ability to ask high order questions on a regular basis	Dixon, Latoya	9/5/2014	iObservation tool	5/1/2015 quarterly
G7.B1.S2.A1	Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12	Dixon, Latoya	9/5/2014	Binder checks and student samples	5/1/2015 quarterly
G5.B1.S1.A2	Teacher's will be observed on their ability to ask high order questions on a regular basis		iObservation tool	once	
G1.B1.S1.A2	Edline will be monitored for teacher participation	Dixon, Latoya	9/5/2014	Edline reports	6/5/2015 biweekly
G1.B2.S1.A2	Family, student, and staff conferences	Dixon, Latoya	9/5/2014	Conference notes and goal forms	4/24/2015 quarterly
G2.B2.S1.A2	Analyze student progress through periodic classroom and District assessments	Poorman, Jennifer	9/5/2014	Data will be shared at LTM meetings	5/1/2015 biweekly
G3.B2.S1.A2	Analyze student progress through periodic classroom and District assessments	Poorman, Jennifer	9/5/2014	Data will be shared at LTM meetings	5/1/2015 biweekly
G3.B3.S1.A2	Analyze student progress through periodic classroom and District assessments	Poorman, Jennifer	9/5/2014	Data will be shared at LTM meetings	5/1/2015 biweekly
G6.B1.S1.A2	Analyze student progress through periodic classroom and District assessments	Poorman, Jennifer	9/5/2014	Data will be shared at LTM meetings	5/1/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A3	iObservation will be used to observe teacher's use of higher order questioning	Dixon, Latoya	9/5/2014	iObservation feedback tool	5/1/2015 quarterly
G3.B2.S1.A3	iObservation will be used to observe teacher's use of higher order questioning	Dixon, Latoya	9/5/2014	iObservation feedback tool	5/1/2015 quarterly
G3.B3.S1.A3	iObservation will be used to observe teacher's use of higher order questioning	Dixon, Latoya	9/5/2014	iObservation feedback tool	5/1/2015 quarterly
G6.B1.S1.A3	iObservation will be used to observe teacher's use of higher order questioning	Dixon, Latoya	9/5/2014	iObservation feedback tool	5/1/2015 quarterly
G1.MA1	The survey data will be assessed.	Sims, Guarn	6/5/2015	The survey results will be documented and any changes needed will be assessed and added.	6/5/2015 one-time
G1.B1.S1.MA1	Surveys will be administered asking families about school communication	Sims, Guarn	4/1/2015	Surveys will be administered to allow families to share how effective the communication strategies worked.	5/1/2015 one-time
G1.B1.S1.MA1	Administration will conform continued usage	Dixon, Latoya	9/5/2014	Emails and reports will be run for file.	6/5/2015 one-time
G1.B2.S1.MA1	All documentation will be collected and a survey will be administered.	Dixon, Latoya	9/5/2014	All documentation will be collected and analyzed to reflect upon for further progress of the actions.	5/1/2015 quarterly
G1.B2.S1.MA1	Agendas, sign in, goal sheets and conference notes will be collected	Dixon, Latoya	9/5/2014	Data from the agendas, sign in forms, goal sheets and conference notes will be collected to make sure all important information is delivered on a quarterly basis.	5/1/2015 quarterly
G2.MA1	All data pre and post strategy sessions will be collected and assessed for teacher capacity development.	Dixon, Latoya	9/5/2014	Data will show strategies implemented and how effective the instruction and plans are.	5/1/2015 quarterly
G2.B2.S1.MA1	After data is collected and evaluated, reflection, remediation or enhancement will ensue	Dixon, Latoya	9/5/2014	All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.	5/1/2015 monthly
G2.B2.S1.MA1	Administration will collect data	Dixon, Latoya	9/5/2014	Data Feedback Forms and iObservation forms will be collected,	5/29/2015 monthly
G2.B1.S1.MA1	iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.	Dixon, Latoya	9/5/2014	Reports from iObservation will be pulled looking at the depth of learning concepts.	5/1/2015 quarterly
G2.B1.S1.MA1	Teachers will be evaluated for using high order questioning in the classrooms	Dixon, Latoya	9/5/2014	iObservation	5/1/2015 quarterly
G3.B2.S1.MA1	After data is collected and evaluated, reflection, remediation or enhancement will ensue	Dixon, Latoya	9/5/2014	All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.	5/1/2015 monthly
G3.B2.S1.MA1	Administration will collect data	Dixon, Latoya	9/5/2014	Data Feedback Forms and iObservation forms will be collected,	5/29/2015 monthly
G3.B3.S1.MA1	After data is collected and evaluated, reflection, remediation or enhancement will ensue	Dixon, Latoya	9/5/2014	All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.	5/1/2015 monthly
G3.B3.S1.MA1	Administration will collect data	Dixon, Latoya	9/5/2014	Data Feedback Forms and iObservation forms will be collected,	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.	Dixon, Latoya	9/5/2014	Reports from iObservation will be pulled looking at the depth of learning concepts.	5/1/2015 quarterly
G3.B1.S1.MA1	Teachers will be evaluated for using high order questioning in the classrooms	Dixon, Latoya	9/5/2014	iObservation	5/1/2015 quarterly
G4.MA1	Cornell Notes will be assessed for effectiveness	Dixon, Latoya	11/3/2014	Cornell notes will be used to generate classroom assessments identifying if the strategy is working and what needs to be altered.	4/3/2015 biweekly
G4.B1.S1.MA1	AVID strategies	Solis, Shannon	9/5/2014	Social Studies teachers will check binders and AVID coordinator will collect work samples	5/1/2015 quarterly
G4.B1.S1.MA1	AVID will be implemented	Solis, Shannon	9/5/2014	Student samples and observation	5/1/2015 quarterly
G4.B2.S1.MA1	iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.	Dixon, Latoya	9/5/2014	Reports from iObservation will be pulled looking at the depth of learning concepts.	5/1/2015 quarterly
G4.B2.S1.MA1	Teachers will be evaluated for using high order questioning in the classrooms	Dixon, Latoya	9/5/2014	iObservation	5/1/2015 quarterly
G4.B3.S1.MA1	Differentiated instruction will be supplied to all students based on their needs	Gillard, Sharese	9/5/2014	Small group work, center work, benchmark/standards' assessments	5/1/2015 quarterly
G4.B3.S1.MA1	Students will receive differentiated instruction based on their needs	Gillard, Sharese	9/5/2014	Lesson plans and LTM documentation	5/1/2015 biweekly
G4.B1.S2.MA1	Cornell Notes will be collected and peer evaluated.	Dixon, Latoya	9/5/2014	Sample student Cornell notes will be peer evaluated for feedback in LTMs.	5/1/2015 one-time
G4.B1.S2.MA1	Both student and teacher Cornell notes will be evaluated	Dixon, Latoya	9/5/2014	Quarterly sample student Cornell Notes will be discussed in LTMs.	5/1/2015 quarterly
G4.B1.S3.MA1	Assessments will be generated and administered weekly	Solis, Shannon	11/3/2014	Weekly assessments will help drive tutorial instruction.	5/1/2015 weekly
G4.B1.S3.MA1	Tutors will share lesson plans and activities for student differentiation	Solis, Shannon	11/3/2014	Lesson plans and assessemnts will be collected in order to evaluate the progress of the program.	4/3/2015 weekly
G5.MA1	Lesson plan evaluation, FAIR, and diagnostics to monitor student growth, and iObservation	Dixon, Latoya	9/5/2014	Monitoring of lesson evaluations (rubric) from administration and LTM.	5/1/2015 one-time
G5.B1.S1.MA1	[no content entered]			once	
G5.B1.S1.MA1	Teachers will be evaluated for using high order questioning in the classrooms		iObservation	once	
G5.B2.S1.MA1	Classroom and District assessment data will be collected	Dixon, Latoya	9/5/2014	Reports reviewed in LTMs	5/1/2015 one-time
G5.B2.S1.MA1	The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.	Dixon, Latoya	9/5/2014	Assessments, student work samples, iObservation	5/1/2015 one-time
G5.B3.S1.MA1	Differentiated instruction will be supplied to all students based on their needs	Dixon, Latoya	9/5/2014	Small group work, center work, standards' assessments	5/1/2015 monthly
G5.B3.S1.MA1	Students will receive differentiated instruction based on their needs	Dixon, Latoya	9/5/2014	Lesson plans and LTM documentation	5/1/2015 biweekly
G5.B2.S2.MA1	Students are utilizing the computer components to support differentiated learning on Study Island and other resources		Scores and progress on computer based programs.	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S2.MA1	Students will use Study Island and computer based resources		The progress in the students' assigned computer programs.	once	
G6.MA1	Lesson plan evaluation, Performance Assessments to monitor student growth, and iObservation	Gillard, Sharese	9/5/2014	Monitoring of lesson evaluations (rubric) from administration and LTM.	5/1/2015 quarterly
G6.B1.S1.MA1	After data is collected and evaluated, reflection, remediation or enhancement will ensue	Gillard, Sharese	9/5/2014	All evaluative data and strategies for implementation will be collected to analyze progress of initiatives. Teacher will meet with learning teams for support.	5/1/2015 monthly
G6.B1.S1.MA1	Administration will collect data	Gillard, Sharese	9/5/2014	Data Feedback Forms and iObservation forms will be collected,	5/29/2015 monthly
G6.B3.S1.MA1	Evaluate teacher rubrics and feedback for student success in all subject area writing.	Dixon, Latoya	9/5/2014	Teachers will have discussions with the LTF and administration about the effectiveness of their plans and will evaluate where needed.	5/1/2015 quarterly
G6.B3.S1.MA1	Sample lessons with writing embedded with be reviewed and discussed.	Dixon, Latoya	9/5/2014	Quarterly staff members will bring samples of their students writing in for discussion and peer evaluation enabling the teachers to work collaboratively on cross curriculum writing.	5/1/2015 quarterly
G6.B2.S1.MA1	iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.	Dixon, Latoya	9/5/2014	Reports from iObservation will be pulled looking at the depth of learning concepts.	5/1/2015 quarterly
G6.B2.S1.MA1	Teachers will be evaluated for using high order questioning in the classrooms	Dixon, Latoya	9/5/2014	iObservation	5/1/2015 quarterly
G7.MA1	Lesson plan evaluation, and diagnostics to monitor student growth, and iObservation	Dixon, Latoya	9/5/2014	Monitoring of lesson evaluations (rubric) from administration and LTM.	5/1/2015 biweekly
G7.B4.S1.MA1	The effectiveness of small group instruction	Gillard, Sharese	9/5/2014	Analysis of assessments through diagnostics and classroom assessments	5/1/2015 biweekly
G7.B4.S1.MA1	Students are receiving effective small group instruction	Gillard, Sharese	9/5/2014	Assessments and observation	5/1/2015 one-time
G7.B1.S1.MA1	Classroom and District assessment data will be collected	Dixon, Latoya	9/5/2014	Reports reviewed in LTMs	5/1/2015 one-time
G7.B1.S1.MA1	The teacher will monitor the students through anecdotal records, assessments (formative) and conferencing.	Dixon, Latoya	9/5/2014	Assessments, student work samples, iObservation	5/1/2015 one-time
G7.B2.S1.MA1	iObservation will be used to evaluate the strategy and data will be pulled for assessment leading to professional development opportunities.	Dixon, Latoya	9/5/2014	Reports from iObservation will be pulled looking at the depth of learning concepts.	5/1/2015 quarterly
G7.B2.S1.MA1	Teachers will be evaluated for using high order questioning in the classrooms	Dixon, Latoya	9/5/2014	iObservation	5/1/2015 quarterly
G7.B3.S1.MA1	Differentiated instruction will be supplied to all students based on their needs	Gillard, Sharese	9/5/2014	Small group work, center work, benchmark/standards' assessments	5/1/2015 quarterly
G7.B3.S1.MA1	Students will receive differentiated instruction based on their needs	Gillard, Sharese	9/5/2014	Lesson plans and LTM documentation	5/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S2.MA1	Cornell Notes will be collected and peer evaluated.	Dixon, Latoya	9/5/2014	Sample student Cornell notes will be peer evaluated for feedback in LTMs.	5/1/2015 one-time
G7.B1.S2.MA1	Both student and teacher Cornell notes will be evaluated	Dixon, Latoya	9/5/2014	Quarterly sample student Cornell Notes will be discussed in LTMs.	5/1/2015 quarterly

**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. Parental involvement in school plans for continued growth of academic programs and college readiness.

#### G1.B1 Consistant communication

##### G1.B1.S1 Use of Edline and Parentlink

#### PD Opportunity 1

Edline will be monitored for teacher participation

#### Facilitator

Michael DiPalma

#### Participants

6-12 teachers

#### Schedule

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

### G2. 75% of students participating in science EOCs will show proficiency.

#### G2.B1 Consistently implementing higher order questions

##### G2.B1.S1 Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding. [copy]

#### PD Opportunity 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

#### Facilitator

Shannon Solis

#### Participants

Teachers

#### Schedule

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

**G3.** 75% of students participating in Math EOCs will show proficiency.

**G3.B1** Consistently implementing high order-order questions during instructional delivery.

**G3.B1.S1** Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding. [copy]

**PD Opportunity 1**

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Facilitator**

Shannon Solis

**Participants**

Teachers

**Schedule**

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

**G4.** 50% of students participating on the reading portion of the Florida Standards Assessment will show proficiency

**G4.B1** Struggling level 1 and 2 readers as per previous FCAT scores

**G4.B1.S1** Text annotation and deep reading based on Florida Common Core Standards.

**PD Opportunity 1**

All teachers will model annotation and deep reading of texts, have students work in pairs, and then work independently.

**Facilitator**

Reading Reasource/Coach and AVID Coordinator

**Participants**

All teachers

**Schedule**

Every 6 Weeks, from 9/5/2014 to 5/1/2015

## G4.B1.S2 Cornell Notes

### PD Opportunity 1

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

#### Facilitator

AVID Coordinator and administration

#### Participants

6-12 teachers

#### Schedule

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

## G4.B2 Consistently implementing higher-order questions during instructional delivery

**G4.B2.S1** Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding preparing students for success with the Florida Common Core Standards.

### PD Opportunity 1

Teacher's will be observed on their ability to ask high order questions on a regular basis

#### Facilitator

Shannon Solis

#### Participants

Teachers

#### Schedule

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



**G4.B3** Providing differentiated instruction during the instructional day

**G4.B3.S1** Teachers will create differentiated instruction opportunities for all students preparing them for success with the Florida Common Core Standards.

**PD Opportunity 1**

All students will receive differentiated instruction based on their strengths and weaknesses

**Facilitator**

Learning Team Facilitator and Reading Coach

**Participants**

All teachers

**Schedule**

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

**G5.** Postsecondary Readiness proficiency will increase by 5 percentile points

**G5.B3** Providing differentiated instruction during the instructional day

**G5.B3.S1** Teachers will create differentiated instruction opportunities for all students.

**PD Opportunity 1**

All students will receive differentiated instruction based on their strengths and weaknesses

**Facilitator**

Jennifer Poorman-LTF

**Participants**

All teachers

**Schedule**

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

**G6.** 50% of students participating in the writing portion of the Florida Standards Assessment will show proficiency

**G6.B2** Consistently implementing higher-order questions during instructional delivery

**G6.B2.S1** Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding preparing students for success with the Florida Common Core Standards.

**PD Opportunity 1**

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Facilitator**

Shannon Solis

**Participants**

Teachers

**Schedule**

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

**G6.B3** Implementing cross curriculum writing

**G6.B3.S1** All teachers will unpack and prepare lessons in order for students to write in ever subject area preparing them for success with the Florida Common Core Standards.

**PD Opportunity 1**

All content area teachers will unpack writing standards and prepare lessons asking students to write.

**Facilitator**

Jennifer Poorman-LTF

**Participants**

Teachers

**Schedule**

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

**G7.** 60% of students participating in the math portion of the Florida Standards Assessment will show proficiency

**G7.B1** Level 3, 4, and 5 regression

**G7.B1.S2** Cornell Notes

**PD Opportunity 1**

Teachers will model Cornell Note taking, use partial presentation of Cornell for student scaffolding, and students will maintain their own Cornell Notes in grades 6-12

**Facilitator**

AVID Coordinator and administration

**Participants**

6-12 teachers

**Schedule**

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

**G7.B2** Consistently implementing higher-order questions during instructional delivery

**G7.B2.S1** Using Costa's and Webb's Depth of Knowledge questioning protocols and scaffolding. [copy]

**PD Opportunity 1**

Teacher's will be observed on their ability to ask high order questions on a regular basis

**Facilitator**

Shannon Solis

**Participants**

Teachers

**Schedule**

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

**G7.B3** Providing differentiated instruction during the instructional day

**G7.B3.S1** Teachers will create differentiated instruction opportunities for all students.

**PD Opportunity 1**

All students will receive differentiated instruction based on their strengths and weaknesses

**Facilitator**

Jennifer Poorman-Learning Team Facilitator

**Participants**

All teachers

**Schedule**

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

**G7.B4** Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.

**G7.B4.S1** Students will receive direct instruction during small group math instruction.

**PD Opportunity 1**

Students will receive support during small group instruction.

**Facilitator**

Jennifer Poorman-LTF

**Participants**

Teachers

**Schedule**

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

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Parental involvement in school plans for continued growth of academic programs and college readiness.	6,204
<b>Goal 4:</b> 50% of students participating on the reading portion of the Florida Standards Assessment will show proficiency	148,654
<b>Goal 5:</b> Postsecondary Readiness proficiency will increase by 5 percentile points	65,877
<b>Goal 7:</b> 60% of students participating in the math portion of the Florida Standards Assessment will show proficiency	32,939
<b>Grand Total</b>	<b>253,674</b>

#### Goal 1: Parental involvement in school plans for continued growth of academic programs and college readiness.

Description	Source	Total
<b>B1.S1.A1</b> - Tobie Kasimer-Parent Liaison Salary and Benefits	Title I Part A	6,204
<b>Total Goal 1</b>		<b>6,204</b>

#### Goal 4: 50% of students participating on the reading portion of the Florida Standards Assessment will show proficiency

Description	Source	Total
<b>B1.S1.A1</b> - Shannon Solis - Secondary Reading Resource Teacher Salary and benefits	Title I Part A	65,879
<b>B1.S1.A1</b> - Tracy Kelly- Elementary Reading Resource Teacher .5	Title I Part A	32,939
<b>B1.S1.A1</b> - Tracy Kelly-Elementary Reading Coach .5 Slary and benefits	Title I Part A	36,529
<b>B1.S3.A1</b> - Tutoring Salary and benefits	Title I Part A	13,307
<b>Total Goal 4</b>		<b>148,654</b>

#### Goal 5: Postsecondary Readiness proficiency will increase by 5 percentile points

Description	Source	Total
<b>B2.S1.A1</b> - Dolores Ivery-High School Reading Teacher Salary and Benefits	Title I Part A	65,877
<b>Total Goal 5</b>		<b>65,877</b>

#### Goal 7: 60% of students participating in the math portion of the Florida Standards Assessment will show proficiency

Description	Source	Total
<b>B1.S1.A1</b> - Jeffrey Burg-.5 Middle School Math Teacher Salary and benefits	Title I Part A	32,939
<b>Total Goal 7</b>		<b>32,939</b>