

Alachua Learning Academy Middle



2014-15 School Improvement Plan

Alachua Learning Academy Middle

11100 W STATE ROAD 235, Alachua, FL 32615

www.alachualearningcenter.com

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

Yes

Minority

46%

School Grades History

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

School Board Approval

This plan is pending approval by the Alachua 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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are committed to the success of every student.

ALC is a H.E.A.R.T.-based family that fosters our students' eagerness for lifelong learning, and their development of moral character and practical life skills, while preparing them to contribute as valuable members of the community.

Provide the school's vision statement

We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

Educating students to become exemplary citizens of the world with H.E.A.R.T..

School Environment

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

All students are regularly asked to share in spoken feedback, groups and in writing various aspects of their life experience and personal interests. Teachers track behavior, enthusiasm, productivity and academic achievement and conference with parents to gain a more comprehensive cultural background and understanding. Teachers share information during weekly staff meetings. The school Family Liaison works one on one with students to appreciate students personal needs and works with teachers to implement behavior strategies and accommodations..

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

The school has a full-time Family- Liaison position with dedicated office facilities to oversee and acquaint all parties with matters regarding implementation of all safe-school, wellness, bullying and behavioral policies. Parent and students sign and are held responsible to follow through on the school compact which is designed and organized with parent involvement approval. All students are educated as to behaviors codes and consequences with special consideration to bullying and the reporting of it. Parents are involved in all behavior issues. The has a student safety-patrol system in place. Assigned staff are trained in Children Matter: Speak Up and Be Safe protocols and students, grade K-5, are presented with the program.

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

All students are made familial with an all-school three check classroom timeout system. Weekly teachers' meetings go over behavior issues and trends. All students are familiarized with incident reporting and consequences.

Students are positively rewarded for appropriate behavior with various privileges on a daily, weekly and quarterly basis.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Family-Liaison is made known to all students to be available for any personal matters. Teachers are advised and trained in the comprehensive program " Stand Up and Be Safe " and refer students to the liaison office when appropriate. The school works with parents to accommodate and refer students with professional counselling needs.

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

The school has in place a behavioral system of " level 1 timeouts" based on an all-school standard of three checks issued by classroom teachers when students fail to follow established classroom rules. Four such timeouts within any 10 school day period results in a " Friday school" with call to parents, and a parent-student and teacher conference with the school Family Liaison in attendance. Special behavior plans are then designed and executed.

Students who have attendance below 90 percent, one or more suspensions or course failure in English Language Arts or mathematics automatically require a conference with the principal and Family Liaison to develop a plan of action.

Students who score a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics will automatically have a parent-student conference with the subject teacher and the Middle-School Lead Teacher to access methods to improve academic performance..

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	1	4	5
One or more suspensions	0	0	1	1
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	2	1	3	6

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who have or course failure in English Language Arts or mathematics automatically require a conference with the principal and Family Liaison to develop a plan of action.

Students who score a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics will automatically have a parent-student conference with the subject teacher and the Middle-School Lead Teacher to access methods to improve academic performance..

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/52131>.

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

The school regularly advertises in major local magazines, promotes local newspaper stories and articles, invites local leaders to participate in school functions, seeks local vendor donations in kind, maintain outreach booths at local fairs and maintains a website in order to better acquaint the community-at-large as to the schools mission, facilities and successes and gain their support..

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
Rivera, Krishna	Principal

Duties

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

Principal - leads teams and oversees decisions made by the team to align with the best interest of the school and the child.

Instructional Specialists - Lead Teacher, grade level classroom teachers are responsible for meeting, determining students needs, creating plans for implementation, and following up on plans.

Psychologist, speech/language pathologist, OT, ESE specialist - as needed to provide professional input into plans and execution of services provided

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

The elementary school team meet quarterly (or as needed) to review on-going process monitoring data at grade levels for instructional decisions. The data is used to identify students who are meeting or exceeding benchmarks, or are at moderate risks for not meeting benchmarks. The teams identify necessary resources.

For students identified at risk or in need of additional support, plans are developed to provide improvement in the areas of concern. Follow-up meetings are conducted at regular intervals to review implementation and progress and to determine further needs.

Postal mailer in March/April and magazine display ads for Kindergarten registration and school information. Parent-student orientation night help before school begins in April.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Seth Spellman	Business/Community
Hermant Patel	Business/Community
Govinda Syer	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

Development of this school improvement plan

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

Preparation of the school's annual budget and plan

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

No School Improvement Plan for 2013-2014

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Rivera, Krishna	Principal
Allin, Tom	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

Consistent follow-up on interventions across Tiers 1, 2,3. Programs used to promote literacy within the school are Accelerated Reader. Waterford and Achieve3000. Also the school has Family Literacy Night every October.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school emphasizes teamwork and collaboration from the first hiring interview to the over-all school operational design. Weekly teachers' meeting are arranged to instill and enact teacher interpersonal team work strategies.

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

Focus on teamwork throughout interview, research, orientation and mentoring processes. Executed by Mr. Krishna Rivera and Ms. Perey.

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

Ms.Perey is assigned as teacher mentor with focus on teamwork.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school is using curriculum aligned with the Florida Standards and is following the pacing guide to ensure that all standards are taught. Ms Perey meets with the teachers quarterly to follow up and ensure that teachers are on track.

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

Teachers meet regularly to analyze data and form groups based on this data. For example during SIMS meetings, FAIR tests and other test results are analyzed to drive instruction for the different groups that are formed. Sometimes grouping changes based on this data or additional instruction in certain areas is added.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Making sure lessons include three key components. These are student engagement, focus on deeper knowledge, and collaboration. Teachers will be asked to form personal goals reflecting the use of these strategies.

Strategy Rationale

By including these three components, students will gain a better grasp of Florida Standards as they are taught.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rivera, Krishna, rivera@ourala.org

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

During follow up sessions and observations, teachers will demonstrate how they are using these strategies and data will be collected to see if they are reaching the goals they have set for themselves.

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

Santa Fe High School is invited each spring to provide a special counselling session with the graduating eight grade class of students. All eighth grade students are provided notice of annual county high school magnet school parent-student open house events.

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will be ready for the new challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2014.

- G2.** At least 65% of the math students in the lowest performing quartile (LPQ) will see positive gains in their test results in 2015.

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. Students will be ready for the new challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2014. 1a

G051901

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	85.0
AMO Reading - All Students	83.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- FSA Portal
- Matthew Ohlson- consultant
- CPALMS and teacher toolkits
- Accelerated Reader
- STEM activities
- Enthusiastic teachers who are ready for the challenges.
- Khan Academy

Targeted Barriers to Achieving the Goal 3

- Writing tests for 6th and 7th grade students, which may be unexpected and that includes a large amount of reading and analyzing.
- Teachers who must learn new teaching standards that will be tested.
- New textbooks for the new Florida standards must be bought.

Plan to Monitor Progress Toward G1. 8

Discussions and data chats with individual teachers and para professionals.

Person Responsible

Krishna Rivera

Schedule

Semiannually, from 11/4/2014 to 5/27/2015

Evidence of Completion

Planning books, interviews with teachers.

G2. At least 65% of the math students in the lowest performing quartile (LPQ) will see positive gains in their test results in 2015. 1a

G051902

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Go Math
- Khan Academy
- Personal Math Trainer
- Modeling
- Manipulatives
- Small groups
- After school tutoring

Targeted Barriers to Achieving the Goal 3

- The struggling students need more individualized time to understand math concepts and understand the new math tests.

Plan to Monitor Progress Toward G2. 8

Pre and Post tests and data charts will be consulted.

Person Responsible

Krishna Rivera

Schedule

On 5/28/2015

Evidence of Completion

Test scores throughout the school year.

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. Students will be ready for the new challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2014. **1**

 G051901

G1.B1 Writing tests for 6th and 7th grade students, which may be unexpected and that includes a large amount of reading and analyzing. **2**

 B130593

G1.B1.S1 Language Arts teachers lead classes and parents through discussions of the new writing tests. This should include introduction to the FSA Portal. **4**

 S142649

Strategy Rationale

The students and parents will benefit if there are no surprises when testing begins.

Action Step 1 **5**

The Language Arts teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the new writing tests.

Person Responsible

Krishna Rivera

Schedule

On 9/9/2014

Evidence of Completion

Planning books

Action Step 2 5

Teachers will talk to parents about the FSA Portal and encourage parents to familiarize themselves with it at home. There are lots of sample tests the students and parents should explore.

Person Responsible

Krishna Rivera

Schedule

On 10/6/2014

Evidence of Completion

Parent communication notes.

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

Principal will ask teachers.

Person Responsible

Krishna Rivera

Schedule

On 10/14/2014

Evidence of Completion

Planning books, Parent communication notes.

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

Discussion at staff meetings.

Person Responsible

Krishna Rivera


Schedule

On 11/5/2014

Evidence of Completion

Staff meeting minutes.

G1.B1.S2 Assignments that follow the format of the new writing tests will be given during the regular class periods. **4**

 S142782

Strategy Rationale

Practice is important.

Action Step 1 **5**

Language arts teachers will have weekly writing assignments which will include a rubric based on the new standards.

Person Responsible

Krishna Rivera

Schedule

Weekly, from 9/15/2014 to 5/28/2015

Evidence of Completion

Planning books

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

Discussions with teachers.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Planning books.

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

Student Writing Portfolio will be maintained and evaluated.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 11/3/2014 to 5/20/2015

Evidence of Completion

G1.B3 Teachers who must learn new teaching standards that will be tested. 2

 B130596

G1.B3.S1 Teachers and support staff need to spend some time getting to know the new test and standards. 4

 S142776

Strategy Rationale

Can't teach what you don't know.

Action Step 1 5

Monthly seminars will be held for all teachers and supporting staff.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 10/6/2014 to 5/4/2015

Evidence of Completion

Monthly seminar sign in sheet.

Action Step 2 5

Teachers should become familiar with CPALMS and what the toolkits offer. This can be explored at staff meetings.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 10/29/2014 to 5/6/2015

Evidence of Completion

Staff meeting minutes and discussions with CTR

Action Step 3 5

Teaching staff should become familiar with and use the FSA Portal

Person Responsible

Krishna Rivera

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Staff meeting minutes.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Principal will be at meetings also.

Person Responsible

Krishna Rivera

Schedule

Monthly, from 10/6/2014 to 5/4/2015

Evidence of Completion

Seminar sign in sheet.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Discussions during staff meetings.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 11/5/2014 to 5/13/2015


Evidence of Completion

Minutes from staff meetings.

G1.B4 New textbooks for the new Florida standards must be bought. 2

 B130750

G1.B4.S1 New text books are needed for the new standards. 4

 S142781

Strategy Rationale

Thebooks must align with the new standards.

Action Step 1 5

Buy new books for all subjects.

Person Responsible

Krishna Rivera

Schedule

On 8/25/2014

Evidence of Completion

Invoices

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Walk throughs

Person Responsible

Krishna Rivera

Schedule

On 9/4/2014

Evidence of Completion

Classroom Observation

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Discussions with teachers.

Person Responsible

Krishna Rivera

Schedule

On 9/12/2014


Evidence of Completion

Planning books.


G2. At least 65% of the math students in the lowest performing quartile (LPQ) will see positive gains in their test results in 2015. **1**

 G051902

G2.B1 The struggling students need more individualized time to understand math concepts and understand the new math tests. **2**

 B130757

G2.B1.S1 Retain a teacher for small group instruction. **4**

 S142824

Strategy Rationale

The students will have direct attention from a teacher to help with math concepts that they don't understand.

Action Step 1 **5**

Create small groups for struggling math students. Change members of the group as required.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Teachers planning books.

Action Step 2 **5**

Retain math tutor.

Person Responsible

Krishna Rivera

Schedule

On 6/4/2015

Evidence of Completion

Payroll

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

Discussions with math teachers.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 9/15/2014 to 4/27/2015

Evidence of Completion

Planning books

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

Data chats with lead teacher and small group teacher.

Person Responsible

Krishna Rivera

Schedule

Quarterly, from 10/1/2014 to 5/18/2015

Evidence of Completion

Pre and post test results, data charts.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Monthly seminars will be held for all teachers and supporting staff.	Rivera, Krishna	10/6/2014	Monthly seminar sign in sheet.	5/4/2015 monthly
G1.B4.S1.A1	Buy new books for all subjects.	Rivera, Krishna	8/11/2014	Invoices	8/25/2014 one-time
G1.B1.S1.A1	The Language Arts teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the new writing tests.	Rivera, Krishna	9/1/2014	Planning books	9/9/2014 one-time
G1.B1.S2.A1	Language arts teachers will have weekly writing assignments which will include a rubric based on the new standards.	Rivera, Krishna	9/15/2014	Planning books	5/28/2015 weekly
G2.B1.S1.A1	Create small groups for struggling math students. Change members of the group as required.	Rivera, Krishna	9/8/2014	Teachers planning books.	5/22/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2	Teachers should become familiar with CPALMS and what the toolkits offer. This can be explored at staff meetings.	Rivera, Krishna	10/29/2014	Staff meeting minutes and discussions with CTR	5/6/2015 monthly
G1.B1.S1.A2	Teachers will talk to parents about the FSA Portal and encourage parents to familiarize themselves with it at home. There are lots of sample tests the students and parents should explore.	Rivera, Krishna	9/22/2014	Parent communication notes.	10/6/2014 one-time
G2.B1.S1.A2	Retain math tutor.	Rivera, Krishna	8/18/2014	Payroll	6/4/2015 one-time
G1.B3.S1.A3	Teaching staff should become familiar with and use the FSA Portal	Rivera, Krishna	9/1/2014	Staff meeting minutes.	6/1/2015 weekly
G1.MA1	Discussions and data chats with individual teachers and para professionals.	Rivera, Krishna	11/4/2014	Planning books, interviews with teachers.	5/27/2015 semiannually
G1.B1.S1.MA1	Discussion at staff meetings.	Rivera, Krishna	10/29/2014	Staff meeting minutes.	11/5/2014 one-time
G1.B1.S1.MA1	Principal will ask teachers.	Rivera, Krishna	9/2/2014	Planning books, Parent communication notes.	10/14/2014 one-time
G1.B3.S1.MA1	Discussions during staff meetings.	Rivera, Krishna	11/5/2014	Minutes from staff meetings.	5/13/2015 quarterly
G1.B3.S1.MA1	Principal will be at meetings also.	Rivera, Krishna	10/6/2014	Seminar sign in sheet.	5/4/2015 monthly
G1.B4.S1.MA1	Discussions with teachers.	Rivera, Krishna	9/9/2014	Planning books.	9/12/2014 one-time
G1.B4.S1.MA1	Walk throughs	Rivera, Krishna	9/1/2014	Classroom Observation	9/4/2014 one-time
G1.B1.S2.MA1	Student Writing Portfolio will be maintained and evaluated.	Rivera, Krishna	11/3/2014		5/20/2015 quarterly
G1.B1.S2.MA1	Discussions with teachers.	Rivera, Krishna	11/3/2014	Planning books.	5/29/2015 quarterly
G2.MA1	Pre and Post tests and data charts will be consulted.	Rivera, Krishna	10/14/2014	Test scores throughout the school year.	5/28/2015 one-time
G2.B1.S1.MA1	Data chats with lead teacher and small group teacher.	Rivera, Krishna	10/1/2014	Pre and post test results, data charts.	5/18/2015 quarterly
G2.B1.S1.MA1	Discussions with math teachers.	Rivera, Krishna	9/15/2014	Planning books	4/27/2015 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. Students will be ready for the new challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2014.

G1.B3 Teachers who must learn new teaching standards that will be tested.

G1.B3.S1 Teachers and support staff need to spend some time getting to know the new test and standards.

PD Opportunity 1

Monthly seminars will be held for all teachers and supporting staff.

Facilitator

Matthew Ohlson, Jaya Kaseder

Participants

All teaching staff.

Schedule

Monthly, from 10/6/2014 to 5/4/2015

Technical Assistance Items

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

G1. Students will be ready for the new challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2014.

G1.B1 Writing tests for 6th and 7th grade students, which may be unexpected and that includes a large amount of reading and analyzing.

G1.B1.S1 Language Arts teachers lead classes and parents through discussions of the new writing tests. This should include introduction to the FSA Portal.

PD Opportunity 1

The Language Arts teachers will design a lesson plan around introducing the FSA Portal (using the Smart Boards) and the new writing tests.

Facilitator

Teachers/ PSA Portal website

Participants

Students

Schedule

On 9/9/2014

G1.B3 Teachers who must learn new teaching standards that will be tested.

G1.B3.S1 Teachers and support staff need to spend some time getting to know the new test and standards.

PD Opportunity 1

Teachers should become familiar with CPALMS and what the toolkits offer. This can be explored at staff meetings.

Facilitator

CPALMS.org

Participants

all teaching staff

Schedule

Monthly, from 10/29/2014 to 5/6/2015

PD Opportunity 2

Teaching staff should become familiar with and use the FSA Portal

Facilitator

FSA Portal on the web

Participants

All teaching staff

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Students will be ready for the new challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2014.	5,900
Goal 2: At least 65% of the math students in the lowest performing quartile (LPQ) will see positive gains in their test results in 2015.	3,000
Grand Total	8,900

Goal 1: Students will be ready for the new challenges offered by the Florida Standards Assessments. They will maintain or exceed the assessment scores of 2014.		
Description	Source	Total
B4.S1.A1 - New textbooks	General Fund	5,900
Total Goal 1		5,900

Goal 2: At least 65% of the math students in the lowest performing quartile (LPQ) will see positive gains in their test results in 2015.		
Description	Source	Total
B1.S1.A2 - Retain Tutor.	General Fund	3,000
Total Goal 2		3,000