

# Graduation Assistance Program



2014-15 School Improvement Plan

## Graduation Assistance Program

401 MCLAUGHLIN AVE, Bonifay, FL 32425

<http://gap.hdsb.org/>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

100%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

31%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Holmes 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission at the Graduation Assistance Program is dedicated to providing a quality educational program that is centered on preventing and reducing juvenile delinquency. The program is operated in partnership with the Department of Juvenile Justice, the feeder schools, families, law enforcement, community organizations, and other public agencies. We are committed to a balanced approach that effectively provides troubled youth with guidance, education, and discipline in a caring environment to enable them to accept responsibility and become productive members of the community.

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

Our philosophy is based on the belief that all students can learn and succeed when provided a learning environment that meets their needs and interests.

#### School Environment

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

The first days of school determine the success or failure for the rest of the school year. The effective teacher begins the first days time organizing and structuring the classroom for student success. Students want an environment that is safe, predictable, and nurturing. Effective teachers provide classrooms that are caring, thought-provoking, challenging, and successful. The reason that their classrooms are successful is that they begin the year with classroom management procedures that create consistency. Staff meets with students and parents to set goals, discuss strengths, and provide positive feedback on students behaviors and academic progress.

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

Anecdotal Records will be used by teachers to maintain detailed records on individual students and procedures. Teachers will observe and record students' failure to follow classroom procedures. All teachers and staff will meet daily to analyze and use data that they collect on the students in their classrooms. Anecdotal Records are designed to help teachers gain an awareness of their students as individuals rather than as one homogeneous group, to acquire a thorough understanding of children's individual learning and behavioral needs with a focus on strengths and weaknesses, and to develop strategies that will meet those needs. This practice will help teachers focus not only on the subjects that they teach but also on the students to whom they teach them.

##### **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**

The level system rewards students for positive behaviors and builds individual self-esteem through the student's work to obtain each step. This system also allows other students to observe their classmates' achievements and rewards. The three-step level system is designed to motivate students, through positive reinforcement, to maintain appropriate behaviors in the classroom. It is the hope of this program that all students will learn appropriate behaviors and generalize their

behaviors to other environments. The third level allows staff to observe the student's behavior outside of the classroom by allowing the student to attend some school functions. A student is gradually reintroduced to his or her school functions. This can be very important in testing the student's ability to generalize his or her new learned behaviors to other settings.

**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**

As a result of our counseling initiative, staff will

- Have our classrooms prepared
- Establish credibility with our students
- Implement a discipline plan that works
- Implement procedures and routines that cause a classroom to run smoothly
- Have students who will work together in cooperative learning
- Maximize academic learning time
- Give assignments that are clear and concise
- Be a happy successful staff that helps students be happy successful learners

In house and counselors from outside agencies provide counseling and support for the students and families. Home visits are made to provide added support to this initiative.

**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**

We use our student information system, FOCUS to gather this data and provide supports for 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
	7	8	9	10	11	12	
Attendance below 90 percent	0	2	0	1	1	1	5
One or more suspensions	0	2	0	0	0	0	2
Course failure in ELA or Math	0	1	1	0	0	0	2
Level 1 on statewide assessment	3	4	3	4	1	0	15

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

Indicator	Grade Level			Total
	8	10	11	
Students exhibiting two or more indicators	2	1	1	4

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

Have positive expectations for student success  
 Become an extremely good classroom manager

Be able to design lessons for student mastery  
Be able to evaluate the learning to determine if the student has mastered the concept or skill  
Involve family members in the education of their child.

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Our goal is to increase parent involvement by 10% at our school.

**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**

Cooperation and collaboration with stakeholders improve and strengthen the effectiveness of the system; an HCSD belief is that "students, families, teachers, support staff, administrators and the community share responsibility for the improvement of the educational process." There are area system-wide practices in place to listen to and communicate with stakeholders and to include them in the decision-making process.

In order to ensure that communications among and between system staff, stakeholders and schools are clear and effective, a system wide e-mail system has been established. Our district and school websites provides parents, students, staff members, and community members with valuable information regarding enrolling children, immunizations, course selections and school information. The email system allows all employees access to one another to provide information, request feedback, and collaborate.

Members of the SAC meets with a community inter-agency team each month to talk about progress towards the goals. The team has given funds for priorities set by the school. Priorities include shirts to help facilitate the uniform dress code and funds for student trips and rewards.

## 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
West, Jean	Principal
Bush, Shane	Teacher, K-12

#### **Duties**

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

The leadership team will work toward a common goal of effectively implementing the district plan for RtI. The team will meet quarterly to review data, identify at-risk students, discuss and share effective instructional practices, make plans regarding interventions, and document progress.

**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 school based leadership team will meet regularly to monitor the progress and implementation of MTSS and SIP. The principal provides leadership and vision to ensure data-based decisions, oversees and assesses implementation of the district RtI plan. General Ed / ESE teachers provide information about core instruction, gathers student data, provide interventions at Tier 1, works with others to implement strategies at the Tier 2 and 3 levels. The instructional coach leads and evaluates core content standards, identifies student needs, identifies appropriate intervention strategies, assists with screening and on-going progress monitoring, data collection and analysis, provides professional development to support the implementation of Tier 1, Tier 2, and Tier 3 interventions. The guidance counselor provides support for students, teachers and parents through the MTSS process.

Supplemental educational services are provided through outside agencies to provide the essential additional remediation that is required for our struggling students. Funding is also utilized at our district

level to provide professional development, family involvement, and technology needs. Title I, Part A works in coordination with Title I, Part D, Title II, Title III, and Title VI, Part B. Holmes County has a very low percentage of migrant students. Our school will work with the district office to ensure that services and support is provided to parents and students. Our district receives the funds for Title I, Part D

and coordinates all services. These funds are utilized for neglected, delinquent and as-risk students. Title

VI, Part B funds provide after school tutoring. Title X Homeless funds assist identified homeless students

with school supplies, medical care and tutoring opportunities. Holmes District works in coordination with

the Holmes County Health Department and CARE to provide education in nutrition and healthy lifestyle changes.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Dylan Roberts	Student
Daniel Thompson	Student
Jean B. West	Principal
Kim Cullifer	Education Support Employee
Shane Bush	Teacher
Katherine Wynn	Business/Community
Kevin Thompson	Parent
	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*

Members of the SAC meets with a community inter-agency team each month to talk about progress towards the goals. The team has given funds for priorities set by the school. Priorities include shirts to help facilitate the uniform dress code and funds for student trips and rewards.

*Development of this school improvement plan*

The SAC provided suggestions and feedback on the use of new online curriculum materials. The committee will help make the decision on the continue use of the program or the expansion of programs that have been implemented in past years. Committee members have also provided financial and other support for rewards such as field trips, food, snacks, etc.

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

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

The use of funds has not been determined at this time.

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

No

*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
West, Jean	Principal
Bush, Shane	Teacher, K-12

**Duties**

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

The literacy committee's goals for the teaching of reading and writing in all subject areas will include the following:

Lots of passion and enthusiasm– Passion and enthusiasm are contagious! If we teach literacy in all subjects with lots of passion and enthusiasm, students will respond with mirrored passion and enthusiasm for learning.

Multiple intelligences– Teachers will use a variety of activities and tailor their instruction to the various intelligences and methods of processing information (linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, intrapersonal and interpersonal).

Differentiated instruction and pacing– Teachers will work with student's strengths and will address their weaknesses while respecting their cultural backgrounds. Diversity is the norm...not the exception.

Read aloud – Teachers will read aloud and read aloud OFTEN! - Studies have found that the single most important activity for building the knowledge required for reading success in school is “reading aloud” to students.

Modeling– Teachers will practice what they preach! Students need to see their teachers (and parents) reading and writing. In addition, teachers will need to model “think aloud” strategies in shared and guided reading and writing activities in order to scaffold students learning of good reading and writing habits and strategies.

Comprehension strategies, including building background knowledge- The ultimate goal of reading is to make “meaning” from the text we read. Students need to be taught strategies to pull meaning from the decoded words. Building and using background knowledge is central to comprehension. Once background knowledge is obtained, teachers will help students create mental images, ask questions, make inferences, and determine importance.

Practice, practice, practice!– Students need LOTS of time to independently practice reading and writing.

Strategies for decoding text that include meaning (semantic), structure/language (syntactic) and visual (graphophonetic) cues – Teachers need to arm their students with a battery of strategies to figure out unfamiliar words and to monitor their reading. An example of strategies might be as follows: To help myself read, I can... 1. Check the picture. 2. Go back and read it again. 3. Get my lips ready. 4. Does it sound right? Does it look right? Does it make sense? 5. Find chunks I know.

Word study – working and playing with words– Students need explicit instruction and lots of practice in sight word recognition, phonics and morphemic analysis. Good readers are good decoders.

Writing– Writing mirrors reading. It is conceptually different to “encode” rather than to “decode,” and strengthening writing will strengthen reading and vice versa. Writing needs to include immersion into the study of mentor texts and the authors that write them. It needs to include teaching students to think like writers and to read like writers.

Major initiatives of the LLT will be to work closely to analyze previous years data and current progress monitoring data to identify targets that will lead to great student achievement. LLT will also work to increase the rigor of lessons and the complexity of texts used in all classes.

The Literacy Leadership Team will collaborate to promote rigorous literacy implementation in every academic area. Team members will meet monthly with the intention of addressing reading improvements of students within the classroom, assessment data and incorporation of reading within each lesson. Professional development is continuously being provided for faculty focusing on reading in all content areas.

## Public and Collaborative Teaching

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

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

Teachers are provide time in the mornings and afternoons for collaborative planning and alignment of the curriculum both vertically and horizontally. Instruction is meshed together by utilizing a web based program that ensures that students are instructed in all standards.

Teaching assistants, administrative and other support staff have a crucial role to play in the successful running of this school. All personnel are able to provide information about the culture and organisation of our school and provide invaluable support for the teaching,

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

If the academic goals set out in the Common Core Standards are going to be achieved, the GAP administrator will have to overcome serious teacher barriers that limit her ability to recruit and retain the teachers she needs. The highly qualified teacher challenge is almost insurmountable in a hard-to-staff school-that serves poor, minority, behavioral disordered, and lower achieving children and have significant proportions of inexperienced, underprepared teachers as well as higher attrition rates. Currently, for this year, the two teachers were recruited out of the adult and DJJ probation offices. Both are willing to complete educational training requirements and both have the skills and willingness to work with this hard to serve population.

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

Mentoring is a daily activity that may encompasses a realm of activities from something as quick as sending an uplifting e-mail to hours of collaboration and planning. The mentoring program involves orientation, planning, observations and documentation. The support that teachers receive may mean the difference between a teacher lasting the school year and returning the following school year.

Research shows that 40 to 50% of new teachers leave teaching within the first five years of teaching.

Effective mentoring strategies result in:

- increased student test scores and other benefits for students of new teachers
- new teachers becoming more reflective thinkers
- more teacher satisfaction
- more professional school culture
- more teacher collaboration

## **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***

Teachers are provide time in the mornings and afternoons for collaborative planning and alignment of the curriculum both vertically and horizontally. Instruction is meshed together by utilizing a web based program that ensures that students are instructed in all standards.

#### **Instructional Strategies**

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

The GAP utilizes Edgenuity to ensure that students individual needs are being met. Edgenuity offers online blended learning programs in which the videos are part of traditionally structured classes. Its

heavily video-based course program also includes exercises, quizzes and tests; courses are aligned with Common Core and state standards. The program is designed to be used under the guidance of teacher.

The presentation style of Edgenuity is traditional lecture format by certified teachers who specialize in the subject. (So much like a bricks-and-mortar school, each subject will have a different teacher.) Teachers have between three to five years' experience (either in classroom or online teaching). Teachers are available at the school site to provide assistance and encouragement with the online content.

***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:** 10,800

#### Setting and Practicing Procedures

Staff is available for students and parents one hour before the regular work day.

The overriding strategy for maximizing learning is to create an environment where school is a serious place where students and staff go to study, work, and produce. This attitude and culture is implemented so our students can acquire knowledge, learn skills, and develop work and behavioral values that will make them productive citizens. The following is a list of strategies that are practiced and learn to maximize instructional time:

- Students arrive on time – tardiness is kept to a minimum through an effective rewards system.
- Limited instructional time is wasted on routines involved in taking and reporting attendance.
- Locker time is limited and just long enough for necessary preparations. Students carry materials they need for multiple classes to avoid repeat trips to lockers.
- Transitions are supervised and orderly to reduce disruptions and delays in starting the next class.
- Protocols and classroom expectations are established for the start of the class period so that students can begin working immediately when they walk in.
- Protocols are established that limit trips to the bathroom and water fountain.
- Teachers actively work to minimize disruptions and maximize engagement.
- Students are actively rewarded for staying on task.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

West, Jean , westj@hdsb.org

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

Anecdotal Records will be used by teachers to maintain detailed records on individual students and procedures. Teachers will observe and record students' failure to follow classroom procedures. All teachers and staff will meet daily to analyze and use data that they collect on the students in their classrooms. Anecdotal Records are designed to help teachers gain an awareness of their students as individuals rather than as one homogeneous group, to acquire a thorough understanding of children's individual learning and behavioral needs with a focus on strengths and weaknesses, and to develop strategies that will meet those needs. This practice will help teachers focus not only on the subjects that they teach but also on the students to whom they teach them.

These same anecdotal records will serve as record to review and document the effectiveness of the strategies used to maximize learning for our students.

### **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**

N/A

## 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***

Every eighth grade student has a career education class in their curriculum, which includes attending a career fair. The guidance counselor is readily available for consultation and advising in course selections. Eighth grade students have the opportunity to visit the high school and meet with faculty and counselors to advise them in the transition from middle to high school. High School students are given a copy of their cumulative grades, graduation requirements and course selection sheet. Staff reviews graduation requirements, bright futures requirements, and course availability with students.

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

Each academic area incorporates real world application into each lesson. Content area teachers also encourage the investigation of career opportunities available within the various subject areas.

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

The GAP is offering more online courses to prepare our students for the increasing number of colleges offering on line courses.

***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***

## 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.** Goal # 1 The percentage of students scoring proficient on the 2015 FSA will be at or above the state average.

### 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.** Goal # 1 The percentage of students scoring proficient on the 2015 FSA will be at or above the state average.  1a

#### Targets Supported 1b

 G051649

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	61.0

#### Resources Available to Support the Goal 2

- Federal and state funds are available to provide additional materials and professional development for teachers to improve their knowledge of reading strategies.

#### Targeted Barriers to Achieving the Goal 3

- Students are reading below grade level

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

Thinklink Testing, and data analysis meetings

#### Person Responsible

Jean West

#### Schedule

On 5/29/2015

#### Evidence of Completion

Score reports and Results from 2015 FSA

## 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.** Goal # 1 The percentage of students scoring proficient on the 2015 FSA will be at or above the state average. **1**

 G051649

**G1.B1** Students are reading below grade level **2**

 B129928

**G1.B1.S1** Utilize research based strategies that emphasize reading instruction in all grades levels and subjects by providing: • an opportunity to foster a love of lifelong reading and a mastery of reading skills. • a culture that strongly supports reading, and expands literacy experiences and resources. • an environment that supports critical learners, who are prepared for lifelong learning, and who read and write for a variety of purposes. • the opportunity for direct instruction regarding all aspects of reading: informational texts, literary texts, comprehension strategies, and word identification skills. • practice, remediation and extension of the skills used in reading in all subject areas. • integrated and interdisciplinary literacy instruction in conjunction with English and content area teachers who support comprehension skills through teaching paraphrasing, summarizing, identifying main idea, vocabulary, and the application of reading strategies. • daily access to technology supporting readers for future literacy needs. • data-driven instruction. **4**

 S141967

### Strategy Rationale

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

Think Link Testing

#### Person Responsible

Jean West

#### Schedule

Semiannually, from 9/15/2014 to 5/29/2015

#### Evidence of Completion

Think Link results FSA Results

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

Progress Monitoring Meetings

**Person Responsible**

Jean West

**Schedule**

Monthly, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Think Link Progress 2015 FSA results

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

Think Link Assessments

**Person Responsible**

Jean West

**Schedule**

Semiannually, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

2015 FSA results

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Think Link Testing	West, Jean	9/15/2014	Think Link results FSA Results	5/29/2015 semiannually
G1.MA1	Thinklink Testing, and data analysis meetings	West, Jean	9/15/2014	Score reports and Results from 2015 FSA	5/29/2015 one-time
G1.B1.S1.MA1	Think Link Assessments	West, Jean	9/15/2014	2015 FSA results	5/29/2015 semiannually
G1.B1.S1.MA1	Progress Monitoring Meetings	West, Jean	9/15/2014	Think Link Progress 2015 FSA results	5/29/2015 monthly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

## Technical Assistance Items

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