Student Leadership Academy

2016-17 School Improvement Plan

Student Leadership Academy

200 FIELD AVE E, Venice, FL 34285

www.studentleadershipacademy.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	No	37%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	18%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

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.

Table of Contents

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder

Former F		Turnaround Status
No		None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Student Leadership Academy is:
• To provide an academic and social atmosphere that will promote SCHOLARSHIP in adolescents by encouraging them to discover and develop their individual talents and to recognize that reading is a requisite skill for scholarship in all areas;
• To create stimulating opportunities for students to develop LEADERSHIP skills, and;
• To instill in students, the value of volunteerism through SERVICE learning.

b. Provide the school's vision statement

Our school's vision is to deliver high quality academic services to all students who chose to attend Student Leadership Academy within a continuum of services.

2. School Environment

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

Over ten years ago, when SLA began, there was not much diversity at the school. We have reached out to other communities by providing transportation and encouraging students/parents of different cultures to attend the school. That has really increased during the past couple of years. In the Spanish I class, they celebrate the culture of many Spanish speaking cultures. Also, in the 6th grade Social Studies class, they have a cultural food day where different foods from other cultures are brought in and discussed by teachers which helps to build the teacher and student relationship.

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

Supervision by staff is paramount. Students are always supervised during and after school. Bullying is NOT tolerated, and there are serious disciplinary consequences if the school is made aware of it. During each parent council meeting, the principal always speaks about letting her know if someone is getting bullied. We encourage parents to let us know if their child is having an issue with another student. That also includes cyber bullying which carries over to the school environment and impedes the education of others.

c. 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

It is said that there is a strong relationship between classroom discipline and building school-wide discipline. As a team we must establish and follow a clear set of guidelines for academic and social behavior. We must also use discipline in a positive, supportive, logical, and consistent manner, in order to create a safe learning environment and promote student growth.
This School-wide Behavior/Discipline Plan is a set of strategies and procedures that will create a safe and positive school environment for each and every student, as we as our faculty and staff. Students and teachers are expected and required to follow these school rules to the best of their abilities.

Steps for Success

Classroom Management - students need and want structure. An effective discipline plan doesn't stifle a student's ability to function but gives them a strong, dependable foundation from which to grow and be successful. While dealing with current discipline problems they might have in their classrooms, a good classroom management plan will help teachers create a safe and quiet learning environment and prevent discipline problems from occurring.
Do not develop classroom rules that you are not willing to enforce!
Calm – staying calm can make all the difference. No disciplinary strategy works the same all the time. You have to be patient and assess every situation and act accordingly. Remember, you are the adult!
Communication - discipline isn't just about correcting what your students are doing wrong, it's about encouraging behaviors they are doing right. The more you praise and reinforce their good behavior, the more they will want to do the right thing. Teachers should identify their expectations for student behavior and communicate, periodically, those expectations to students.
Another part of the communication process is keeping parents informed. This step alone will help prevent any misunderstandings and it will let the parents know that you are interested and involved in the education and success of their children. Research shows that children do better in school when parents and teachers are in constant communication.

Consistency - consistency is the key! No matter what approach you take to discipline, it is crucial to be consistent about it. You must be consistent in the classroom, and we all must strive for consistency throughout each grade level. This in my opinion is the most important factor in a successful Behavior/Discipline Plan.

d. 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 school has a relationship with Big Brothers, Big Sisters to help provide mentors for students. If students need counseling, they are referred to any of the community based programs. In such cases as a social worker needs to go to the home, the school contracts out that service. The Principal in concert with the Registered Nurse at the school help students who might be at risk of hurting themselves and need a "Duty to Warn Letter". The school also has a Psy D intern who helps with providing social skills to ESE students along with talking to other students who have that need. During the 16/17 school year, SLA has contracted with a behavior analyst who has provided professional development in this area to all staff. He is also meeting with appropriate staff bi-weekly.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Any student who is failing a core subject area, and is at a Level 1 from prior year's FSA is referred to SWIST for the early warning system. The school will do the following:
1. Meet as a grade level team
2. Discuss the indicators that brought the student to the SWIST team
3. Discuss early interventions so that these warnings can be eliminated.
4. Have a conference with the parent.

If truancy is an issue, the school contracts with a truant officer and will notify him of the attendance issue. The school also contracts with a social worker to go out to the home when needed.

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

1. 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	0	0	0	0	0	0	24	26	32	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	13	15	15	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	12	10	13	0	0	0	0	35

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

Students who need intervention services, will be put in a first period academic skills class to help improve their academic performance.
Teachers will work individually with the students during their elective time if approved by the parent; until the student is experiencing success.
Students who are level 1 or level 2 in ELA and/or Math will be in intensive Reading and/or intensive Math courses.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link

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

2. Description

The school holds parent meetings once a month. The amount of parental involvement continues to increase every school year. Parents are involved in supporting all aspects of the school including being involved in community and volunteer opportunities in collaboration with the school.

2. 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 is very involved in community activities, especially with the volunteering that is done monthly for these activities. Students and parents are given volunteer hours for their involvement in these activities which is a part of SLA's mission and vision.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Marble, Vickie	Principal
McNeil, Jamie	Teacher, ESE
Cooley, Jonathan	Assistant Principal

b. Duties

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

The principal/ESE Liaison facilitates School Wide Support meetings and designates a member of the team to be responsible for monitoring the effectiveness of the plan.
The principal facilitates team leader meetings and schedules follow up dates with the team to discuss additional resource allocations and teacher support systems.
A program planner (subject area teacher) is designated for each content area. The program planner facilitates meetings and follows up with content area teachers to discuss progress towards meeting goals.

2. 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

Teachers refer students to a School Wide Support team in which students with behavior and/or academic concerns are discussed. The team creates a plan of action for each student which includes follow up dates for the team to meet and discuss the effectiveness of the plan.
Team leaders meet with administration once a month to discuss resource allocation and teacher support systems.
Content area teachers meet once a month to discuss effectiveness of core instruction and set goals for improvement.

This school year, the school has a PsyD intern who is heading up the SWST process along with providing other educational services and testing to our students.

All title II funds for this school year will be used for professional development in 1 specific area:

1. The cost for Byond Z, Inc company to come to the school to provide PD to teachers on the first day of pre-planning to help empower the staff for the new school year.

2. The school also purchased Achieve 3000 for ELA students to help increase their reading abilities along with giving the teachers the tools to help them drive the instructional process.

Since the amount of title II funds will not cover all of the expenses for professional development during the 2014/15 school year, monies from the operational account will be utilized.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Gar Reese - President	Business/Community
Thomas Trammell - Vice-President	Business/Community
Carmen Medina - Secretary	Parent
Jim Ball - Treasurer	Business/Community
Rita Cucchiara	Business/Community
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The principal monitored last year's school improvement plan and all activities. The Board of Directors of the school will receive updates throughout the school year.

b. Development of this school improvement plan

The Governing Board of the Charter School serves as the SAC. They will approve the plan at the December meeting.

c. Preparation of the school's annual budget and plan

The Governing Board of the Charter School approves the budget and plan.

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

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Marble, Vickie	Principal
Deamud, Larry	Teacher, K-12
McNeil, Jamie	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiatives for this school year are to increase proficiency in Reading for all students who are not meeting that level. Also, we are working as a school providing instructional strategies across the disciplines in order to increase reading proficiency in the lowest quartile. The school has set up literacy teams that will meet and discuss successful instructional strategies across the disciplines that are successful and working. Science and Social Studies teachers are sharing vocabulary with the Intensive reading teacher so that can be worked on in those classes. The school also invested a lot of money in the purchase of Achieve 3000 to give us data the help drive the instruction in ELA classes and other core subjects.

D. 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).

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

All teachers have collaborative planning and team meetings. During those meetings, students are discussed, teachers give input to specific strategies that might be working or not working with the students. Positive relationships are strongly encouraged and effective instructional practices are discussed within the team meeting. The principal holds weekly staff meetings so as to let the staff know what needs to be done to increase the successes of our students. New, up to date information from FLDOE is shared, along with new information from the school district.

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

Student Leadership is a High Quality Charter School by the Florida Department of Education in 2011. The school is a participant in the Florida Retirement System which helps with the recruitment and retention of teachers and staff. For the most part, the staff does not change at Student Leadership Academy. This year, we added an extra teacher to provide added assistance to students who need help in the area of Language arts and literacy.

The Principal is responsible for recruiting and retaining highly qualified staff.

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

The school is set up with collaborative teams. When a new staff member is hired, the team leader works with them in concert with other subject and grade level instructors and with the principal. Since our school is so small, that type of mentoring has worked really well in the past.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school has a partnership with Educational Impact, an online high impact professional development course offerings. Teachers take advantage of this opportunity. Textbooks and materials are aligned to Florida's Standards and the instructional staff participates in the school district's Blackboard and instructional focus guides. SLA also purchased the same ELA and Math materials as the school district and have received professional development in those areas last year and this year.

b. Instructional Strategies

1. 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

All teachers received professional development during last school year on how to read their data, and how to use their data to drive their instruction. We are using Achieve 3000 data for all intensive reading students from the first administration to drive instruction not only in English language arts but in Science and Social Studies too. If students are having difficulty, we utilize the first period academic skills class to provide interventions and also assist students during the class period to help them in areas that they are not proficient.

2. 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:

N/A

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Marble, Vickie, vickie.marble@sarasotacountyschools.net

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

Strategy: Extended School Day
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. 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).

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

Incoming students are placed in appropriate level courses based on prior year (FSA) scores in reading and math, along with teacher recommendations, and prior year grades. The school offers an Honors Academy in each grade level for gifted and advanced students. We also offer advanced courses in all core areas, and regular education classes. The school also has intensive reading and intensive math classes. We offer pull-out classes for ESE students. The school supports all students using a continuum of services for students who are level 1 to level 5 students and all students in between.

In eighth grade, we work with the guidance counselors from Venice High and North Port High School to help support the students academically and place them in appropriate courses.

b. College and Career Readiness

1. 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

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

All eighth grade students take US History and Career Planning. Throughout this course, career planning is infused with the curriculum. During semester 2, more emphasis is placed on high school course offerings, preparing the student for postsecondary studies.

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

During the 2016/17 school year, SLA is offering a CTE course along with a Computer Applications course which is part of Business Education.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   There will be an increase in the percent of students showing gains in ELA.

G2.   Will increase the percent of students in the lowest quartile for ELA

G3.   There will be an increase of 3% for the 16/17 school year in the percent of students proficient in science.

G4.   By the year 2017, there will be a minimum of a four percentage point increase in mathematics for all students when less than 70% are currently demonstrating proficiency

G5.   By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Civics.

G6.   SLA will achieve the school wide target goal of 76% of students scoring 3 and above in ELA for the 2016/17 school year.

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. There will be an increase in the percent of students showing gains in ELA. `1a`

🔑 G082642

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	76.0

Targeted Barriers to Achieving the Goal `3`

Resources Available to Support the Goal `2`

G2. Will increase the percent of students in the lowest quartile for ELA `1a`

🔑 G082641

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	61.0

Targeted Barriers to Achieving the Goal `3`

- There will not be a barrier.

Resources Available to Support the Goal `2`

- The use of Achieve 3000 along with intensive ELA class.
-

G3. There will be an increase of 3% for the 16/17 school year in the percent of students proficient in science. `1a`

🔑 G080296

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	79.0

Targeted Barriers to Achieving the Goal `3`

- There will not be a barrier.

Resources Available to Support the Goal `2`

- The school is utilizing a Comprehensive Science program which continues to help SLA increase it's science scores every year.

- The school has also implemented a STEM science course in 6th, 7th, and 8th grade.

Plan to Monitor Progress Toward G3. `8`

The Principal will review the quarter grades and students' progress towards meeting the academic goals set by the teacher.

Person Responsible
Vickie Marble

Schedule
Quarterly, from 9/12/2016 to 5/22/2017

Evidence of Completion
Science teachers will report to the science department chair regarding increasing student scores along with any students who will need academic help in Science.

G4. By the year 2017, there will be a minimum of a four percentage point increase in mathematics for all students when less than 70% are currently demonstrating proficiency 1a

🔍 G080297

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	88.0

Targeted Barriers to Achieving the Goal 3

- There will not be a barrier.

Resources Available to Support the Goal 2

- SLA math teachers are using the new district adopted math series along with an intensive math class for students who need that extra support.

Plan to Monitor Progress Toward G4. 8

The school will collect data from previous year's Math FSA results, math benchmark assessments, quarter grades and monitor instructional practices through the classroom indicators walk through.

Person Responsible

Vickie Marble

Schedule

Every 2 Months, from 9/12/2016 to 5/22/2017

Evidence of Completion

The principal will notice an increase in quarter grades in math and intensive math classes.

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Civics. 1a

🔍 G080298

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	93.0

Targeted Barriers to Achieving the Goal 3

- There will not be a barrier.

Resources Available to Support the Goal 2

- Implementation of Achieve 3000 along with Collections ELA textbooks and materials.
-

Plan to Monitor Progress Toward G5. 8

The data from Achieve 3000 will be monitored along with student's increase in lexile scores.

Person Responsible

Vickie Marble

Schedule

Quarterly, from 9/12/2016 to 5/22/2017

Evidence of Completion

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. SLA will achieve the school wide target goal of 76% of students scoring 3 and above in ELA for the 2016/17 school year. `1a`

🔍 G080299

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	76.0

Targeted Barriers to Achieving the Goal `3`

- There will not be a barrier.

Resources Available to Support the Goal `2`

- Use of Achieve 3000 data.
-
-

Plan to Monitor Progress Toward G6. `8`

Achieve 3000 data will be collected on all ELA students who are in Intensive ELA along with all other ELA students.

Person Responsible
Vickie Marble

Schedule
Every 2 Months, from 8/22/2016 to 5/22/2017

Evidence of Completion
The Principal will continue to monitor the goal.

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

G3. There will be an increase of 3% for the 16/17 school year in the percent of students proficient in science. `1`

🔑 G080296

G3.B1 There will not be a barrier. `2`

🔑 B212099

G3.B1.S1 The science teachers meet as a collaborative team often to share and implement best practices. `4`

🔑 S224257

Strategy Rationale

All science teachers will be able to learn from other science teachers.

Action Step 1 `5`

The Science department chair will report back to the Principal after the collaborative meetings.

Person Responsible

Vickie Marble

Schedule

Every 6 Weeks, from 9/12/2016 to 5/22/2017

Evidence of Completion

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

The school will see an increase in students' science scores during each quarter.

Person Responsible

Vickie Marble

Schedule

Every 2 Months, from 9/12/2016 to 5/22/2017

Evidence of Completion

Science teachers will see an increase in classroom participation along with increased test and quiz scores.

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

The Assistant Principal will monitor the effectiveness of this implementation.

Person Responsible

Jonathan Cooley

Schedule

Quarterly, from 9/12/2016 to 5/22/2017

Evidence of Completion

The Assistant Principal will meet with the science department chair for a report on students who are not doing well in science and remediation will begin.

G4. By the year 2017, there will be a minimum of a four percentage point increase in mathematics for all students when less than 70% are currently demonstrating proficiency [1]

🔑 G080297

G4.B1 There will not be a barrier. [2]

🔑 B212100

G4.B1.S1 The school will increase by 3% the percentage of students scoring 3 and above on FSA Math. [4]

🔑 S224258

Strategy Rationale

During the 15/16 school year, the percentage of students who scored 3 and above was an average of 87% at the school wide level. The is very doable for the 15/16 school year.

Action Step 1 [5]

Math teachers are working with all students who have difficulty with math concepts. They do that during the first period academic skills class along with students participating in Intensive Math classes.

Person Responsible

Vickie Marble

Schedule

Daily, from 9/12/2016 to 5/22/2017

Evidence of Completion

The Principal will be able to monitor this action step by more students increasing their math grade along with looking at the results of the math benchmark assessments.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

The Principal will monitor and support the fidelity of the math classes and the academic skills class.

Person Responsible

Vickie Marble

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

The Principal will review math quarter grades along with meeting with all math teachers.

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

The school principal will support all staff and work with the math subject area teams to make sure that the instructional methods being used are increasing student achievement.

Person Responsible

Vickie Marble

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

G5. By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Civics. `1`

🔍 G080298

G5.B1 There will not be a barrier. `2`

🔍 B212101

G5.B1.S1 There will be school-wide collaboration of ELA teachers along with Science and Social Studies. `4`

🔍 S224259

Strategy Rationale

If students are having a difficult time with reading instructional strategies, then Science and Social Students achievement may be impacted.

Action Step 1 `5`

There will be several opportunities during the school year for core subject area staff to meet.

Person Responsible

Vickie Marble

Schedule

Every 2 Months, from 9/12/2016 to 5/22/2017

Evidence of Completion

The Principal will collect the student achievement data from ELA teachers related to increased lexile scores. Achieve 3000 has high interest Science and Social Studies articles that can be utilized in those core classes to help with reading instructional strategies so student achievement can be impacted in a positive way.

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

The Principal will monitor and support all instructional staff.

Person Responsible

Vickie Marble

Schedule

Every 2 Months, from 9/12/2016 to 5/22/2017

Evidence of Completion

The evidence will be that over 70% of students will increase their lexile scores during the school year.

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

The Principal will provide quality time for all instructional staff to meet to collaborate.

Person Responsible

Vickie Marble

Schedule

Every 2 Months, from 9/12/2016 to 5/22/2017

Evidence of Completion

The assessment results from Achieve 3000 will be provided to the principal by each grade level ELA teacher to review.

G6. SLA will achieve the school wide target goal of 76% of students scoring 3 and above in ELA for the 2016/17 school year. [1]

🔑 G080299

G6.B1 There will not be a barrier. [2]

🔑 B212103

G6.B1.S1 ELA teachers will meet often to collaborate with other grade level teachers to brainstorm and share things that are working. [4]

🔑 S224260

Strategy Rationale

Teachers will meet and share best practices.

Action Step 1 [5]

ELA teachers will meet often during the school year.

Person Responsible

Vickie Marble

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

The evidence will be looking at the increase lexile scores of students using Achieve 3000 and other sources of data.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 [6]

The Principal will continue to support teachers in the instructional process.

Person Responsible

Vickie Marble

Schedule

Every 2 Months, from 8/22/2016 to 5/22/2017

Evidence of Completion

The evidence will be the increased lexile scores of students and increased classroom participation.

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

The principal will meet often and review data with instructional staff.

Person Responsible

Vickie Marble

Schedule

Every 6 Weeks, from 8/22/2016 to 5/22/2017

Evidence of Completion

The results of student data from Achieve 3000 for all intensive ELA students and regular ELA students.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G6.B1.S1.A1 A283678	ELA teachers will meet often during the school year.	Marble, Vickie	8/22/2016	The evidence will be looking at the increase lexile scores of students using Achieve 3000 and other sources of data.	5/22/2017 monthly
G6.B1.S1.MA1 M282299	The Principal will continue to support teachers in the instructional process.	Marble, Vickie	8/22/2016	The evidence will be the increased lexile scores of students and increased classroom participation.	5/22/2017 every-2-months
G6.B1.S1.MA1 M282298	The principal will meet often and review data with instructional staff.	Marble, Vickie	8/22/2016	The results of student data from Achieve 3000 for all intensive ELA students and regular ELA students.	5/22/2017 every-6-weeks
G6.MA1 M282300	Achieve 3000 data will be collected on all ELA students who are in Intensive ELA along with all...	Marble, Vickie	8/22/2016	The Principal will continue to monitor the goal.	5/22/2017 every-2-months
G4.B1.S1.MA1 M282292	The school principal will support all staff and work with the math subject area teams to make sure...	Marble, Vickie	9/12/2016		5/22/2017 monthly
G3.B1.S1.MA1 M282289	The Assistant Principal will monitor the effectiveness of this implementation.	Cooley, Jonathan	9/12/2016	The Assistant Principal will meet with the science department chair for a report on students who are not doing well in science and remediation will begin.	5/22/2017 quarterly
G3.B1.S1.MA1 M282290	The school will see an increase in students' science scores during each quarter.	Marble, Vickie	9/12/2016	Science teachers will see an increase in classroom participation along with increased test and quiz scores.	5/22/2017 every-2-months
G3.B1.S1.A1 A283675	The Science department chair will report back to the Principal after the collaborative meetings.	Marble, Vickie	9/12/2016		5/22/2017 every-6-weeks
G3.MA1 M282291	The Principal will review the quarter grades and students' progress towards meeting the academic...	Marble, Vickie	9/12/2016	Science teachers will report to the science department chair regarding increasing student scores along with any students who will need academic help in Science.	5/22/2017 quarterly
G4.B1.S1.MA1 M282293	The Principal will monitor and support the fidelity of the math classes and the academic skills...	Marble, Vickie	9/12/2016	The Principal will review math quarter grades along with meeting with all math teachers.	5/22/2017 monthly
G4.B1.S1.A1 A283676	Math teachers are working with all students who have difficulty with math concepts. They do that...	Marble, Vickie	9/12/2016	The Principal will be able to monitor this action step by more students increasing their math grade along with looking at the results of the math benchmark assessments.	5/22/2017 daily
G4.MA1 M282294	The school will collect data from previous year's Math FSA results, math benchmark assessments,...	Marble, Vickie	9/12/2016	The principal will notice an increase in quarter grades in math and intensive math classes.	5/22/2017 every-2-months
G5.B1.S1.MA1 M282296	The Principal will monitor and support all instructional staff.	Marble, Vickie	9/12/2016	The evidence will be that over 70% of students will increase their lexile scores during the school year.	5/22/2017 every-2-months
G5.B1.S1.A1 A283677	There will be several opportunities during the school year for core subject area staff to meet.	Marble, Vickie	9/12/2016	The Principal will collect the student achievement data from ELA teachers related to increased lexile scores. Achieve 3000 has high interest Science and Social Studies articles that can be utilized in those core classes to help with reading instructional strategies so student achievement can be impacted in a positive way.	5/22/2017 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.MA1 🔑 M282297	The data from Achieve 3000 will be monitored along with student's increase in lexile scores.	Marble, Vickie	9/12/2016		5/22/2017 quarterly
G5.B1.S1.MA1 🔑 M282295	The Principal will provide quality time for all instructional staff to meet to collaborate.	Marble, Vickie	9/12/2016	The assessment results from Achieve 3000 will be provided to the principal by each grade level ELA teacher to review.	5/22/2017 every-2-months
G5.MA2 🔑 M298771	[no content entered]		No Start Date		No End Date once

V. Professional Development Opportunities

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

G6. SLA will achieve the school wide target goal of 76% of students scoring 3 and above in ELA for the 2016/17 school year.

G6.B1 There will not be a barrier.

G6.B1.S1 ELA teachers will meet often to collaborate with other grade level teachers to brainstorm and share things that are working.

PD Opportunity 1

ELA teachers will meet often during the school year.

Facilitator

Catherine Cocozza and ELA department chair

Participants

All ELA teachers

Schedule

Monthly, from 8/22/2016 to 5/22/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G3.B1.S1.A1	The Science department chair will report back to the Principal after the collaborative meetings.	$0.00
2	G4.B1.S1.A1	Math teachers are working with all students who have difficulty with math concepts. They do that during the first period academic skills class along with students participating in Intensive Math classes.	$0.00
3	G5.B1.S1.A1	There will be several opportunities during the school year for core subject area staff to meet.	$0.00
4	G6.B1.S1.A1	ELA teachers will meet often during the school year.	$0.00
		Total:	$0.00