

St. Johns County School District

# Liberty Pines Academy



2015-16 School Improvement Plan

# Liberty Pines Academy

10901 RUSSELL SAMPSON RD, Saint Johns, FL 32259

<http://www-lpa.stjohns.k12.fl.us/>

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	No	11%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	24%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary 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

This plan was approved by the St. Johns County School Board on 10/7/2015.

## 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>34</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>36</b>
Professional Development Opportunities	37
Technical Assistance Items	40
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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, B or C 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Liberty Pines Academy (LPA) will provide a high-quality educational experience by continually building the instructional capacity of our teachers and developing meaningful relationships with our students, staff, and community. Students and staff will implement and use instructional strategies that foster critical thinking and problem solving through real-world learning experiences.

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

The vision of Liberty Pines Academy is to provide our students the opportunity to become life-long learners and leaders prepared to succeed in the global world.

#### School Environment

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

LPA is a Positive Behavior Support (PBS) school, which provides the structure and format for our behavior/rewards program. Teachers and students interact in an environment of positive reinforcement. Students are expected to adhere to the 6 Pillars of Character through Character Counts. Students and teachers also follow the 7 Habits of Highly Successful People, which encourages mutually respected relationships both in children and adults.

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

The 3R's-Respect, Responsibility, and Readiness to Learn are the common expectations throughout the school that are voiced daily by administration, teachers, staff, and students. Every morning the administration addresses the 3R's, celebrates students, informs students of any changes or upcoming events, and features student leaders. Administrators, staff, and teachers interact with students on a daily basis during all transition times, which promotes a level of approachability and fosters relationships. In the unique K-8 environment, older students have the opportunity to mentor younger students.

LPA also has policies, procedures, and expectations in place to address bullying, including a process for students to report bullying concerns, which are then promptly and thoroughly investigated. Students also have access to a team of guidance counselors, who proactively work with students in their effort to support the whole child.

##### **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 staff members are responsible for maintaining a safe and orderly environment. Liberty Pines Academy faculty and staff implement the Positive Behavior Support (PBS) Model. PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive



behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension as disciplinary options.

The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

The faculty and staff are trained in the implementation of the PBS model during the opening faculty meeting, and the fidelity of implementation is monitored and guided by the administrative team throughout the year.

**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**

LPA has three guidance counselors, each of whom is responsible for providing support to students of specific grade levels. This ensures continuity and familiarity for the students to feel secure when seeking help. The student internship program allows older students to serve in needed areas throughout the school day under the supervision of the guidance staff. Middle school students are at times assigned to provide peer support to elementary students (e.g., reading buddy).

All teachers will select one student as their Character Counts student of the month. The selected student should demonstrate the characteristics of the Pillar for that particular month. Students who demonstrate exemplary character are selected by their teachers to be recognized as leaders during a quarterly recognition ceremony (Leader of the Pack). Student accomplishments are also celebrated on the daily school news program. If a particular student's needs cannot be addressed through the school's program of support, school personnel seek the appropriate support through district-level and community resources.

**Early Warning Systems**

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	3	5	5	13
One or more suspensions	4	2	11	17
Course failure in ELA or Math	1	0	0	1
Level 1 on statewide assessment	5	6	14	25

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	1	4	7

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

Students are monitored by the MTSS core team and interventions are put in place. Parent Conferences are held quarterly with students in the lowest 25%. The MTSS Coordinator meets with each grade level to progress monitor the EWS students to improve academic performance. The Dean of Students meets regularly with the MTSS team and with students and parents to address both attendance and behavior needs. Teachers conference regularly with students who have been identified as the being among the lowest 25% of reading/math performers, as indicated through the state's spring assessment program.

**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**

LPA will strive to Increase opportunities for parents to help/participate from home, post volunteer requirements and opportunities on websites/newsletters, respond to parent communication within 48 hours of initial request, host a monthly parent meeting with the principal (who will share school/ student progress, performance data), and host curriculum nights (through which parents are exposed to LPA's instructional program and expectations for student learning). LPA hosted an AVID night to inform parents of sixth grade students about this year's implementation of the AVID program, designed to prepare students for college and career success. Parents were additionally informed of the AVID program via the aforementioned curriculum nights. Communication with parents regarding the AVID program will be ongoing.

**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**

Night of the Arts, sponsored by PTO business partners, is held three times a year and showcases the performances/products of elementary and middle-grade students (music, drama, and visual arts). Math Nights with Winn Dixie Stores is sponsored by SAC and is held twice a year. Community Leaders Day is an event that draws a diverse population of professionals to LPA to motivate and inspire students as they begin to consider their future. The Liberty Parade is an annual event that honors local veterans and gives the students an opportunity to learn about the sacrifices the veterans have made and to honor their service. These events encourage family involvement in both the school and community.

**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:**

Name	Title
Thayer, Judith	Principal
Davis, Craig	Assistant Principal
Haas, Elizabeth	Assistant Principal
Thompson, Terri	Instructional Coach
Greene, Haley	SAC Member
Carlson-Bright, Dianna	Administrative Support
Latshaw, Kristen	Teacher, K-12
Parrett, Jennifer	Teacher, K-12

**Duties**

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Provides leadership for the team-based decisions; facilitates the intervention programming; collaborates with other staff members to implement the various interventions.

Curriculum Resource Coordinator: Provides leadership for MTSS team; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; coordinates data analysis.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in development of Rtl Plans in student data collection, delivers Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into reading/math instruction, and collaborate with general education teachers through such activities as co-teaching and support facilitation.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides leadership for MTSS team.

Testing Coordinator: Identifies lowest quartile of students for intervention and assistance. Serves as data coach for all elementary teachers.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic behavioral, and social success.

AVID Site Coordinator: The AVID site coordinator organizes curriculum as well as activities for the AVID Elective classes and is committed to serving the needs of students. The coordinator also works with colleagues and counselors to implement AVID methodologies school-wide. The AVID site coordinator embeds best teaching practices, supports students, and develops family and community outreach.

***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 MTSS team meets twice a week on Mondays and Wednesdays. Instructional Coach, Terri Thompson, is the MTSS Chair. Notes are taken weekly and plans are reviewed. The team has identified baseline criteria for those students who require an RtI plan. Data is reviewed on a student-by-student basis and fidelity checks are conducted as to appropriateness of the intervention. The team problem solves with the teachers to determine effective interventions. Data is again reviewed and students move to more or less intense interventions as needed.

SAI and Student-At-Risk funds are used for student achievement through the purchase of the Benchmark Assessment System for Reading, Think Through Math for grades 6-8, materials for additional reading strategies and intervention, and the hiring of two paraprofessionals for tutoring purposes.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Judith Thayer	Principal
Haley Floyd Greene	Teacher
Kathy Thomson	Parent
Christy Beebe	Parent
Kevin Pacciano	Parent
Bashyam Iyengar	Parent
Christine Cole	Teacher
Staci Raya	Teacher
Craig Dixon	Parent
Lauren McKeen	Teacher
Keelleen Hite	Parent
Rhonda Warrington	Education Support Employee
Kim Loving	Parent
Jennifer Tate	Parent
Shelly Spencer	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC chair and administration reviewed data from the previous year to help set the goals for the next school year in the School Improvement Plan (SIP).

*Development of this school improvement plan*

SAC members help develop and write the SIP. SAC members review the plan with administration. Development is not only based on assessment data but on the needs of the school, as indicated through last year's SAC surveys.

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

LPA's annual budget is determined by the district finance and budget team, in compliance with the Florida Education Finance Program for public schools. Each spring, the principal meets with the team to confirm how LPA's budget will be allocated/administered to meet the school's staffing needs for the coming year, based on enrollment projections.

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

The SAC budget is approximately \$9,000 which is used to supplement the SIP goals.

**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:

Name	Title
Thayer, Judith	Principal
Davis, Craig	Assistant Principal
Haas, Elizabeth	Assistant Principal
Rogers, Laura	Instructional Media

### Duties

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

The Literacy Leadership Team meets with cluster groups of teachers monthly for the purpose of alignment of reading goals, development of scope and sequence for research based-learning and implementation of summer reading goals.

## 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**

At LPA, the following programs are in place to foster collaboration and relationship development:

1. Regular content-area team meetings for middle grades
2. Staff development training that includes processing and planning time with grade-level / content level team
3. Coaching sessions with the instructional literacy coach
4. PLCs
5. PBS
6. Character Counts
7. The 7 Habits of Highly Effective People
8. Cheer breakfasts

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

The district benefits from commonly having a relatively large pool of highly qualified applicants for the average teaching vacancy due to its statewide reputation of success. However, the district continues to recruit highly qualified personnel through job fair participation and through college and university visits. The district also employs a comprehensive program of professional development, including mentoring, to ensure the growth and retention of personnel.

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

All teachers new to Liberty Pines are paired with a veteran teacher in his/her field or grade level. New teachers develop a portfolio to verify educator competencies, and new teacher PLC meetings are held monthly. These meetings are facilitated by the ILC and involve training for school and district initiatives.

## 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***

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

AVID Elementary is designed to be embedded into the daily instruction of all classrooms in grades 4 through 6. The program is designed to focus on components necessary to ensure that all students are poised for academic success: Instruction, Culture, Leadership, and Systems. AVID Elementary incorporates:

Student Success Skills – encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.

Organizational Skills – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.

WICOR Lessons – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas.

Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.

The Being a Writer program provides a writing-process approach to teaching writing that weaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction.

Using authentic children's literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. The goals of the program are as follows:

Goal 1: Developing the Creativity and Skills of a Writer

The first goal is to provide a clear scope and sequence that develops in students the intrinsic desire to write regularly, with passion and intent, while also building an understanding and appreciation of

the skills and conventions of writing.

Goal 2: Developing the Social and Ethical Values of a Responsible Person

The second goal is to integrate with the writing instruction regular community-building elements and guided partner work that develop in students a sense of belonging, autonomy, and competence, as well as a personal responsibility for their own learning.

Assessment Support

The Being a Writer program provides multiple measures of ongoing assessment designed to give teachers a comprehensive picture of each individual students' growth as a writer. The assessment component will help teachers:

- Track growth over time in both writing and social development
- Recognize strengths as well as areas for improvement
- Prepare students for the Common Core performance tasks
- Assess students' mastery of Common Core grade-level language skills
- Determine grading, when needed

Professional Learning Communities

LPA will be implementing the DuFour model of Professional Learning Communities for the purpose of identifying student performance concerns, adapting instruction and designing interventions, monitoring progress, and then revisiting instructional practice. This cycle will repeat as needed, with grade-level PLCs meeting twice per month to collaborate as they carry out this process throughout the year.

## 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***

Data is collected every two weeks within a 9 week period. The data is graphed and reviewed to determine student's mastery of the Florida State Standards. Formative and summative assessments include, but are not limited to, state and district assessments, classroom assessments, and diagnostic assessments for progress monitoring. Data is also used as criteria for referral to the MTSS team for RTI intervention, as well as determining the lowest quartile and grouping within the classroom for Tier 1 intervention. Additionally, data is used for placing students in the gifted/blended classes.

Please see the Professional Learning Community program description under "Instructional Programs." This program is driven by the use of student performance data to drive instruction.

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



**Strategy: After School Program**

**Minutes added to school year:**

Intensive reading and math camp: teaching reading and math high-yield strategies to at-risk students

**Strategy Rationale**

To provide direct and explicit instruction focused on the Florida State Standards related to each grade-level in reading and math.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Haas, Elizabeth , elizabeth.haas@stjohns.k12.fl.us

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

Formative Assessments

**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**

Kindergarten registration days are held four times each year. Parent input is gathered for the purpose of identifying students who need additional support in transition. A kindergarten camp is held for students who require additional assistance prior to entering school.

A middle grades transition night is held for rising 6th graders. Parents and students obtain information about course offering and Florida standards.

LPA staff coordinate information sessions for students and parents about high school academies, course offerings and expectations for high school.

**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**

NA

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

NA

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

NA

**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**

NA

## 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.** All teachers will collaboratively use data to improve student reading performance.
- G2.** All teachers will collaboratively use data to improve student math performance.
- G3.** All teachers will collaboratively use data to improve student writing performance.

## 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. All teachers will collaboratively use data to improve student reading performance.** 1a

G068984

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

**Resources Available to Support the Goal** 2

- Targeted professional development on early-release Wednesdays, in addition to 1/2 day each quarter, and grade-level PLCs meeting twice per month
- Grade-level team planning
- District-created curriculum maps
- Principal, assistant principals, instructional coach, and testing coordinator to assist in the process
- Assistant principal (K-2), instructional coach (3-5), and assistant principal (6-8) to monitor reading performance for assigned grade levels
- PLC meeting documentation

**Targeted Barriers to Achieving the Goal** 3

- Limited access to leadership personnel
- Motivation of lowest performers

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student performance data will indicate growth.

**G2. All teachers will collaboratively use data to improve student math performance.** 1a

G068985

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	80.0

**Resources Available to Support the Goal** 2

- Targeted professional development on early-release Wednesdays, in addition to 1/2 day each quarter, and grade-level PLCs meeting twice per month
- Grade-level team planning
- District-created curriculum maps
- Principal, assistant principals, instructional coach, and testing coordinator to assist in the process
- Assistant principal (K-2), instructional coach (3-5), and assistant principal (6-8) to monitor math performance for assigned grade levels
- PLC meeting documentation

**Targeted Barriers to Achieving the Goal** 3

- Limited access to leadership personnel
- Motivation of lowest performers

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student performance data will indicate growth.

**G3. All teachers will collaboratively use data to improve student writing performance.** 1a

G068986

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	88.0

**Resources Available to Support the Goal** 2

- Targeted professional development on early-release Wednesdays, in addition to 1/2 day each quarter, and grade-level PLCs meeting twice per month
- Grade-level team planning
- District-created curriculum maps
- Principal, assistant principals, instructional coach, and testing coordinator to assist in the process
- Assistant principal (K-2), instructional coach (3-5), and assistant principal (6-8) to monitor writing performance for assigned grade levels
- PLC meeting documentation

**Targeted Barriers to Achieving the Goal** 3

- Limited access to leadership personnel
- Motivation of lowest performers

**Plan to Monitor Progress Toward G3.** 8

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student performance data will indicate growth.

## 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.** All teachers will collaboratively use data to improve student reading performance. **1**

 G068984

**G1.B1** Limited access to leadership personnel **2**

 B179293

**G1.B1.S1** The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance. **4**

 S190629

### Strategy Rationale

To ensure that instructional personnel are equipped to intervene effectively with students.

### Action Step 1 **5**

Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.

#### Person Responsible

Judith Thayer

#### Schedule

Biweekly, from 8/10/2015 to 5/26/2016

#### Evidence of Completion

PLC documentation and products of AVID implementation

**Action Step 2** 5

Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.

**Person Responsible**

Elizabeth Haas

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Signed training rosters, PLC documentation, and products of AVID implementation

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

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student performance data will indicate growth



**G1.B2 Motivation of lowest performers** 2

B179294

**G1.B2.S1** PLCs will identify struggling students and develop and implement strategies to facilitate their growth. 4

S190630

**Strategy Rationale**

The collaborative work of the PLCs will strengthen the ongoing support provided to at-risk students and foster the motivation necessary for more successful performance.

**Action Step 1** 5

PLCs will meet twice per month to review data and provide individualized support.

**Person Responsible**

Craig Davis

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

PLC meeting documentation

**Action Step 2** 5

Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.

**Person Responsible**

Elizabeth Haas

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

Signed training rosters, PLC meeting documentation, and products of AVID implementation

**Action Step 3** 5

After-school tutoring will be provided to the lowest-quartile performers in reading.

**Person Responsible**

Terri Thompson

**Schedule**

Weekly, from 1/7/2016 to 3/4/2016

**Evidence of Completion**

Improved outcomes for lowest-quartile performers, as indicated by assessment data

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

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Weekly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student performance data will indicate growth.

**G2.** All teachers will collaboratively use data to improve student math performance. 1

G068985

**G2.B1** Limited access to leadership personnel 2

B179295

**G2.B1.S1** The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance. 4

S190631

### **Strategy Rationale**

To ensure that instructional personnel are equipped to intervene effectively with students.

### **Action Step 1** 5

Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.

#### **Person Responsible**

Judith Thayer

#### **Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

#### **Evidence of Completion**

PLC meeting documentation and products of AVID implementation

### **Action Step 2** 5

Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.

#### **Person Responsible**

Elizabeth Haas

#### **Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

#### **Evidence of Completion**

Signed training rosters, PLC meeting documentation, and products of AVID implementation

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

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016


***Evidence of Completion***

Student performance data will indicate growth.

**G2.B2 Motivation of lowest performers** 2

 B179296

**G2.B2.S1** PLCs will identify struggling students and develop and implement strategies to facilitate their growth. 4

 S190632

**Strategy Rationale**

The collaborative work of the PLCs will strengthen the ongoing support provided to at-risk students and foster the motivation necessary for more successful performance.

**Action Step 1** 5

Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.

**Person Responsible**

Craig Davis

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

PLC meeting documentation and products of AVID implementation

**Action Step 2** 5

Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.

**Person Responsible**

Elizabeth Haas

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

Signed training rosters, PLC meeting documentation, and products of AVID implementation

**Action Step 3** 5

After-school tutoring will be provided to the lowest-quartile performers in math.

**Person Responsible**

Terri Thompson

**Schedule**

Weekly, from 1/7/2016 to 3/4/2016

**Evidence of Completion**

Improved outcomes for lowest-quartile performers, as indicated by assessment data

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

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student performance data will indicate growth.

**G3.** All teachers will collaboratively use data to improve student writing performance. 1

G068986

**G3.B1** Limited access to leadership personnel 2

B179297

**G3.B1.S1** The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance. 4

S190633

### Strategy Rationale

To ensure that instructional personnel are equipped to intervene effectively with students.

### Action Step 1 5

Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, and Being a Writer programs.

#### Person Responsible

Judith Thayer

#### Schedule

Biweekly, from 8/10/2015 to 5/26/2016

#### Evidence of Completion

PLC meeting documentation and products of AVID and Being a Writer implementation

### Action Step 2 5

Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Writer programs to foster student success.

#### Person Responsible

Elizabeth Haas

#### Schedule

Biweekly, from 8/10/2015 to 5/26/2016

#### Evidence of Completion

Signed attendance rosters for training sessions, PLC meeting documentation, and products of AVID and Being a Writer implementation

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

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

Student performance data will indicate growth.



**G3.B2 Motivation of lowest performers** 2

B179298

**G3.B2.S1** PLCs will identify struggling students and develop and implement strategies to facilitate their growth. 4

S190634

**Strategy Rationale**

The collaborative work of the PLCs will strengthen the ongoing support provided to at-risk students and foster the motivation necessary for more successful performance.

**Action Step 1** 5

Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, and Being a Writer programs.

**Person Responsible**

Craig Davis

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

PLC meeting documentation and products of AVID and Being a Writer implementation

**Action Step 2** 5

Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Writer programs to foster student success.

**Person Responsible**

Elizabeth Haas

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Signed attendance rosters for training sessions, PLC meeting documentation, and products of AVID and Being a Writer implementation

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

The leadership team will regularly review the evidence identified in the action plan for compliance.

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters

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

Review assessment data

**Person Responsible**

Judith Thayer

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student performance data will indicate growth.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.	Thayer, Judith	8/10/2015	PLC documentation and products of AVID implementation	5/26/2016 biweekly
G1.B2.S1.A1	PLCs will meet twice per month to review data and provide individualized support.	Davis, Craig	8/10/2015	PLC meeting documentation	5/26/2016 biweekly
G2.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.	Thayer, Judith	8/10/2015	PLC meeting documentation and products of AVID implementation	5/26/2016 biweekly
G2.B2.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.	Davis, Craig	8/10/2015	PLC meeting documentation and products of AVID implementation	5/26/2016 biweekly

**St. Johns - 0472 - Liberty Pines Academy - 2015-16 SIP**  
*Liberty Pines Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, and Being a Writer programs.	Thayer, Judith	8/10/2015	PLC meeting documentation and products of AVID and Being a Writer implementation	5/26/2016 biweekly
G3.B2.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, and Being a Writer programs.	Davis, Craig	8/10/2015	PLC meeting documentation and products of AVID and Being a Writer implementation	5/26/2016 biweekly
G1.B1.S1.A2	Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.	Haas, Elizabeth	8/10/2015	Signed training rosters, PLC documentation, and products of AVID implementation	5/26/2016 biweekly
G1.B2.S1.A2	Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.	Haas, Elizabeth	8/10/2015	Signed training rosters, PLC meeting documentation, and products of AVID implementation	5/26/2016 biweekly
G2.B1.S1.A2	Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.	Haas, Elizabeth	8/10/2015	Signed training rosters, PLC meeting documentation, and products of AVID implementation	5/26/2016 biweekly
G2.B2.S1.A2	Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.	Haas, Elizabeth	8/10/2015	Signed training rosters, PLC meeting documentation, and products of AVID implementation	5/26/2016 biweekly
G3.B1.S1.A2	Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Writer programs to foster student success.	Haas, Elizabeth	8/10/2015	Signed attendance rosters for training sessions, PLC meeting documentation, and products of AVID and Being a Writer implementation	5/26/2016 biweekly
G3.B2.S1.A2	Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Writer programs to foster student success.	Haas, Elizabeth	8/10/2015	Signed attendance rosters for training sessions, PLC meeting documentation, and products of AVID and Being a Writer implementation	5/26/2016 biweekly
G1.B2.S1.A3	After-school tutoring will be provided to the lowest-quartile performers in reading.	Thompson, Terri	1/7/2016	Improved outcomes for lowest-quartile performers, as indicated by assessment data	3/4/2016 weekly
G2.B2.S1.A3	After-school tutoring will be provided to the lowest-quartile performers in math.	Thompson, Terri	1/7/2016	Improved outcomes for lowest-quartile performers, as indicated by assessment data	3/4/2016 weekly
G1.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth.	5/26/2016 quarterly
G1.B1.S1.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth	5/26/2016 quarterly
G1.B1.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/10/2015	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters	5/26/2016 quarterly
G1.B2.S1.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth.	5/26/2016 quarterly
G1.B2.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/10/2015	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters	5/26/2016 weekly
G2.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth.	5/26/2016 quarterly
G2.B1.S1.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth.	5/26/2016 quarterly
G2.B1.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/10/2015	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters	5/26/2016 quarterly
G2.B2.S1.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth.	5/26/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/10/2015	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters	5/26/2016 quarterly
G3.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth.	5/26/2016 quarterly
G3.B1.S1.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth.	5/26/2016 quarterly
G3.B1.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/10/2015	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters	5/26/2016 quarterly
G3.B2.S1.MA1	Review assessment data	Thayer, Judith	8/10/2015	Student performance data will indicate growth.	5/26/2016 quarterly
G3.B2.S1.MA1	The leadership team will regularly review the evidence identified in the action plan for compliance.	Thayer, Judith	8/10/2015	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters	5/26/2016 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.** All teachers will collaboratively use data to improve student reading performance.

**G1.B1** Limited access to leadership personnel

**G1.B1.S1** The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance.

### PD Opportunity 1

Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.

#### Facilitator

Principal, assistant principals, instructional coach, testing coordinator

#### Participants

Faculty

#### Schedule

Biweekly, from 8/10/2015 to 5/26/2016

**G1.B2** Motivation of lowest performers

**G1.B2.S1** PLCs will identify struggling students and develop and implement strategies to facilitate their growth.

### PD Opportunity 1

Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.

#### Facilitator

Principal, assistant principals, instructional coach, testing coordinator

#### Participants

Faculty

#### Schedule

Biweekly, from 8/10/2015 to 5/26/2016

**G2.** All teachers will collaboratively use data to improve student math performance.

**G2.B1** Limited access to leadership personnel

**G2.B1.S1** The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance.

**PD Opportunity 1**

Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.

**Facilitator**

Principal, assistant principals, instructional coach, testing coordinator

**Participants**

Faculty

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

**G2.B2** Motivation of lowest performers

**G2.B2.S1** PLCs will identify struggling students and develop and implement strategies to facilitate their growth.

**PD Opportunity 1**

Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.

**Facilitator**

Principal, assistant principals, instructional coach, testing coordinator

**Participants**

Faculty

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

**G3.** All teachers will collaboratively use data to improve student writing performance.

**G3.B1** Limited access to leadership personnel

**G3.B1.S1** The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance.

**PD Opportunity 1**

Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Writer programs to foster student success.

**Facilitator**

Principal, assistant principals, instructional coach, testing coordinator

**Participants**

Faculty

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

**G3.B2** Motivation of lowest performers

**G3.B2.S1** PLCs will identify struggling students and develop and implement strategies to facilitate their growth.

**PD Opportunity 1**

Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Writer programs to foster student success.

**Facilitator**

Principal, assistant principals, instructional coach, and testing coordinator

**Participants**

Faculty

**Schedule**

Biweekly, from 8/10/2015 to 5/26/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.				\$0.00
2	G1.B1.S1.A2	Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.				\$14,084.01
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0472 - Liberty Pines Academy	General Fund		\$4,566.10
			0472 - Liberty Pines Academy	School Improvement Funds		\$9,517.91
3	G1.B2.S1.A1	PLCs will meet twice per month to review data and provide individualized support.				\$0.00
4	G1.B2.S1.A2	Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.				\$0.00
5	G1.B2.S1.A3	After-school tutoring will be provided to the lowest-quartile performers in reading.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$4,000.00
6	G2.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.				\$0.00
7	G2.B1.S1.A2	Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.				\$0.00
8	G2.B2.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC and AVID programs.				\$0.00
9	G2.B2.S1.A2	Leadership personnel will train the faculty in the use of the PLC and AVID programs to foster student success.				\$0.00
10	G2.B2.S1.A3	After-school tutoring will be provided to the lowest-quartile performers in math.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$4,000.00
11	G3.B1.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, and Being a Writer programs.				\$0.00



<b>Budget Data</b>						
12	G3.B1.S1.A2	Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Writer programs to foster student success.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0472 - Liberty Pines Academy	General Fund		\$750.00
13	G3.B2.S1.A1	Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, and Being a Writer programs.				\$0.00
14	G3.B2.S1.A2	Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Writer programs to foster student success.				\$0.00
					<b>Total:</b>	<b>\$22,834.01</b>