



Manny Diaz, Jr., Commissioner of Education

2017-2018 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

39 - Liberty

Kyle Peddie, Superintendent

Rachel Heide, Northwest Executive Director

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	10
Goals Summary	11
Goals Detail	11
Action Plan for Improvement	16
Implementation Timeline	27
Professional Development Plan to Support Goals	29
Technical Assistance Plan to Support Goals	30
Budget to Support Goals	30

I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

To create an educational organization that functions with professionalism, integrity, and pride under an operational umbrella of transparency. Our main objective is to educate our students to be productive citizens of our community, our nation, and our world.

b. District Vision Statement

To inspire a love of learning, instill social responsibility and prepare ALL students for success in the global community through a systems approach of continuous improvement.

c. Link to the district's strategic plan (optional).

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 to align to interventions in Priority and Focus schools. 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.

Alignment of resources: The district allocates instructional personnel based on a district wide staffing plan that allocates staff based on the number of students at each school. In addition the individual needs of the student population is considered to ensure that specialized personnel are assigned accordingly. Instructional materials are allocated based on a per pupil allocation formula.

Methodology for coordinating and supplementing federal, state and local funds: Funds are allocated to support needed instructional staff, instructional materials, technology and software based on the FTE generated by each school. The allocation from federal programs such as Title I and Title I, N&D are used to supplement schools based on a rank and serve method used to ensure that schools with the highest percentage of students in poverty are served first. Schools that do not receive Title I funding meet comparability guidelines and receive a comparable amount of funding as schools receiving funding. The District Leadership teams meets annually to determine how to apply resources to each school to ensure that resources have the highest impact on student achievement.

b. School Allocation Process

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

The District Leadership Team meets annually to begin the process of reviewing school enrollment, make-up of special population enrollment and other needs of schools based on student achievement data. The team consists of the Assistant Superintendent, and the Directors of Finance, Instruction and Exceptional Student Education. The district uses a Tiered support allocation process to differentiate supports provided to schools, by ensuring that schools with high percentages of SWDs, ELLs, and disadvantaged populations receive resources designed to close the achievement gap. The success of this allocation process is determined by the review of state and local performance data.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Policies and Practices: School improvement practices are in place where schools review student achievement data, attendance, and other factors to develop strategies for improvement. The district seeks to improve this practice by providing schools increased flexibility in how they allocate personnel and resources to meet the unique needs of the school. The district seeks to strengthen school based decisions in an effort to increase school buy in and accountability for student outcomes. Schools will develop measurable goals that will be reviewed no less than three times per year.

d. Operational Flexibility

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Operational Flexibility: Schools will be provided the opportunity to participate in the development of the Turnaround plan to ensure that there is staff buy in. The school principal will have the flexibility to determine how staff are allocated and resources are utilized to increase student performance.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

Sustainability: The district will develop a way of work that includes practices that will ensure sustainability of improvement efforts over time. These will include;

- *structured procedures for students to ensure a safe, engaged learning environment
- *appropriate curriculum and instructional resources
- *small group and individual differentiated support for students
- *ongoing progress monitoring to ensure progress
- *frequent monitoring of student grades
- *frequent monitoring of student attendance and parent contact

B. Stakeholder Involvement**1. Parent and Family Engagement Plan (PFEP) Link**

A PIP has not been uploaded for this district.

2. Family and Community Engagement

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts.

2017-18 Plan was approved by DOE. The current year plan is under development and will be presented to the DAC at the September meeting for parent and stakeholder input.

3. Engagement of School Leadership

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions.

The school leadership team is involved in developing new policies and procedures as outlined in the Liberty Learning Center Handbook that guides the day to day operation of the school. The school leadership team has outlined procedures for support and operation of the school to monitor implementation of the plan and provide ongoing support.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Lewis, Gay, gay.lewis@lcsb.org

b. Employee's Title

Director

c. Employee's Phone Number

(850) 643-2275

d. Employee's Phone Extension

233

e. Supervisor's Name

David Summers

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

Curriculum
 Accountability
 School Improvement
 Parent Involvement
 Homeless
 School Choice
 Principal Leadership
 Teacher Leadership/Beginning Teacher Program
 Federal Programs
 Professional Development

2. District Leadership Team:

Deason, Lara, lara.deason@lcsb.org

Title

Director

Phone

(850) 643-2275

Supervisor's Name

Seth Geiger

Supervisor's Title

Assistant Superintendent

Role and Responsibilities

Exceptional Student Education
 Special Programs (Adult Ed and Liberty Learning Center)
 ESOL
 Pre-K

Geiger, Seth, seth.geiger@lcsbonline.org

Title	Assistant Superintendent
Phone	850-643-2275
Supervisor's Name	David Summers
Supervisor's Title	Superintendent
Role and Responsibilities	Human Resources Union Negotiations Transportation Assessment

Title**Phone****Supervisor's Name****Supervisor's Title****Role and Responsibilities****Guthrie, Lynn, lynn.guthrie@lcsb.org**

Title	Instructional Technology
Phone	850-643-2275
Supervisor's Name	Gay Lewis
Supervisor's Title	Director
Role and Responsibilities	District technology support.

Eikeland, Chaille, chaille.eikeland@lcsb.org

Title	Teacher, ESE
Phone	850-643-2275
Supervisor's Name	Lara Deason
Supervisor's Title	Director
Role and Responsibilities	Staffing specialist and ESE support.

Hill, Jon, rusty.hill@lcsb.org

Title	Principal
Phone	850-643-2275
Supervisor's Name	Lara Deason
Supervisor's Title	Director
Role and Responsibilities	Supervisor of Special Programs

Mansell, Alice, alice.mansell@lcsbonline.org

Title

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

3. Educator Quality

a. School Leadership Teams

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

The school leadership team is composed of teachers, district Directors, instructional coach, ESE staffing specialist and parent and community members. The principal is a certified principal that has seven years experience in leadership at the high school level. During his tenure the school performed consistently as a "B". The district determines whether to retain or replace leadership members based on the overall needs of the school and the expertise of the members. We seek to match needs and skills levels.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

The district will make a determination on the retention of school staff based on ability to achieve outcomes outlined in this plan.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C.

There is one teacher at the Liberty Learning Center. The teacher is provided time to plan for daily instruction and program development.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction.

The district does not employ reading, mathematics or science coaches. Other district and school leaders will provide professional learning and modeling of lessons.

The district technology coach will model effective lessons for the lead teacher in reading and math.

The Director of Instruction will provide professional development on Florida's standards.

The Director of ESE will provide professional development for the review of progress monitoring data.

The district teacher mentor will complete weekly walk throughs, monitor classroom instruction, and

implementation of learning goals. The mentor will meet with the teacher to provide feedback and report to the Director of Instruction and ESE periodically.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans

https://www.floridacims.org/districts/liberty?current_tab=reading

b. Writing

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Ready Writing

Program Type

Core

School Type

Elementary School, Middle School

Description

Ready Writing provides explicit writing instruction that teaches students to become competent writers and thinkers. Standards based program that is aligned to Florida Writing standards.

c. Mathematics

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Ready Math

Program Type

Core

School Type

Elementary School, Middle School

Description

The program addresses conceptual understanding through reasoning, modeling, and discussion that explore the structure of mathematics while developing students procedural fluency.

iReady Math

Program Type Supplemental, Intensive Intervention

School Type Elementary School, Middle School

Description Instructional software that provides a valid and reliable growth measure in individualized mathematics instruction that pinpoints student needs down to the sub-skill level.

d. Science**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Study Island Science

Program Type Core

School Type Elementary School, Middle School

Description Standards based online instruction in Science.

2. Instructional Alignment and Pacing**a. Program Monitoring**

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

Monitoring of core instructional and intervention: walkthroughs; student assessment data; problem solving meetings

Alignment with Florida standards: core and supplemental instructional materials are aligned to the Florida Standards. A decision regarding the continuation of the use of these materials will be made based on student growth and achievement based on the use of these materials.

Data used to determine fidelity and effectiveness: Progress monitoring and end of the year outcomes as measured by FSA and EOCs as appropriate.

In the event that the district determines that selected materials are not meeting desired outcomes we will review to determine if programs were implemented with fidelity. In the event programs were implemented with fidelity we will research to find curriculum that better meets the learning needs of the students.

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

No

- a. *Link to Student Progression Plan*
- b. *Provide the page numbers of the plan that address this question.*

The district has in place a process to seamlessly transition students from the Liberty Learning Center back to the general education school. This includes an exit meeting with LLC staff to review goals and achievements while at LLC. The guidance counselor reviews transcripts to ensure proper articulation of credits/courses to the receiving school and to ensure that the student is placed in appropriate courses. After the transition the students is maintained on the school watch list to closely monitor progress and ensure future success.

c. Alignment of Pacing Guides to Florida Standards

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

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 district to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying 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.

NA

District 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.** Student proficiency will increase by 5% as evidenced by US History EOC results.
- G2.** Increase proficiency on the Science EOC by 7%.
- G3.** There will be a 5% increase in students scoring proficient on the Algebra I and Geometry EOC.
- G5.** 70% of targeted students will meet graduation standards.
- G6.** There will be a 5% increase in students scoring proficient on the ELA state assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Student proficiency will increase by 5% as evidenced by US History EOC results. 1a

G093828

Targets Supported 1b

Focus	Indicator	Year	Target
All High Schools	U.S. History EOC Pass	2017-18	5.0

Targeted Barriers to Achieving the Goal 3

- Time for indepth review of US History standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended time for learning, three times weekly for three weeks prior to the US History EOC.

Plan to Monitor Progress Toward G1. 8

Formative assessment data and EOC data.

Person Responsible

Aaron Day

Schedule

On 6/29/2018

Evidence of Completion

US History EOC outcomes.

G2. Increase proficiency on the Science EOC by 7%. 1a

G093826

Targets Supported 1b

Focus	Indicator	Year	Target
All High Schools	Bio I EOC Level 3	2017-18	7.0

Targeted Barriers to Achieving the Goal 3

- Students confidence, stamina, and engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended time for learning.

Plan to Monitor Progress Toward G2. 8**Person Responsible****Schedule****Evidence of Completion**

G3. There will be a 5% increase in students scoring proficient on the Algebra I and Geometry EOC. 1a

G093818

Targets Supported 1b

Focus	Indicator	Year	Target
All High Schools	Math Gains	2017-18	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of test taking strategies and content knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- EOC Boot Camp/teacher led.

Plan to Monitor Progress Toward G3. 8

End of year assessment data. Formative assessment data during the three week period.

Person Responsible

Georgia Hosford

Schedule

On 6/29/2018

Evidence of Completion

Student performance outcomes on formative and summative assessments.

G5. 70% of targeted students will meet graduation standards. 1a

G091946

Targets Supported 1b

Focus	Indicator	Year	Target
All High Schools	GPA above 2.0 - H.S.	2018-19	70.0

Targeted Barriers to Achieving the Goal 3

- Student non-attendance is affecting success with course and resulting in lower grade point averages

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher led study nights
- Provide waiver for ACT School Day exam to meet graduation requirements.

Plan to Monitor Progress Toward G5. 8

Student grades
Data reports
Parent Contact Log

Person Responsible

Donna Summers

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Graduation coach log.

G6. There will be a 5% increase in students scoring proficient on the ELA state assessment. **1a**

 G091943

Targets Supported **1b**

Focus	Indicator	Year	Target
All High Schools	FSA ELA Achievement	2018-19	5.0

Targeted Barriers to Achieving the Goal **3**

- Poor student work habits and engagement.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Teacher led boot camp three weeks prior to assessment. Purchase ACT School day test waiver.

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

Grades, STAR Reading, FSA ELA

Person Responsible

Donna Summers

Schedule

On 6/29/2018

Evidence of Completion

Final data review form.

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Student proficiency will increase by 5% as evidenced by US History EOC results. **1**

 G093828

G1.B1 Time for indepth review of US History standards. **2**

 B251814

G1.B1.S1 Teacher will provide extended time outside of the school day to support and increase student knowledge of EOC tested standards. **4**

 S265593

Strategy Rationale

The students need additional support to master the state tested standards.

Action Step 1 **5**

Provide additional time for mastery of the state standards for US History.

Person Responsible

Ivy Harger

Schedule

Weekly, from 4/9/2018 to 4/27/2018

Evidence of Completion

US History EOC results, formative assessments

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

Class walk throughs and less plan review.

Person Responsible

Eric Willis

Schedule

On 4/27/2018

Evidence of Completion

Sign in sheets, lesson plans and documentation of standards taught,,

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

Formative assessment and EOC data.

Person Responsible

Aaron Day


Schedule

On 6/29/2018

Evidence of Completion

End of year summative data review.


G2. Increase proficiency on the Science EOC by 7%. 1

 G093826

G2.B1 Students confidence, stamina, and engagement. 2

 B251813

G2.B1.S1 Provide additional standards review time after school hours. 4

 S265590

Strategy Rationale

Students need additional support to increase proficiency, gain confidence and stamina in the test taking process.

Action Step 1 5

Provide extended learning time (boot camp) for standards based instruction.

Person Responsible

Sharon Austin

Schedule

Weekly, from 4/9/2018 to 4/27/2018

Evidence of Completion

Lesson plans and student sign in sheets

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

Observation as evidenced by walk through data and review of lesson plans.

Person Responsible

Aaron Day

Schedule

On 4/27/2018

Evidence of Completion

Increased student proficiency as evidenced by Performance Matters progress monitoring data, sign in sheets, observation data.

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

Review of progress monitoring data.

Person Responsible

Aaron Day


Schedule

On 6/29/2018

Evidence of Completion

Performance matters progress monitoring data, and student assessment data.


G3. There will be a 5% increase in students scoring proficient on the Algebra I and Geometry EOC. 1

 G093818

G3.B1 Lack of test taking strategies and content knowledge. 2

 B251807

G3.B1.S1 Students will participate in a three week boot camp to review state standards for Algebra I and Geometry EOCs. 4

 S265582

Strategy Rationale

Extended time will increase student understanding of tested standards.

Action Step 1 5

Extended school time for review of state tested standards in Algebra I and Geometry.

Person Responsible

Georgia Hosford

Schedule

Weekly, from 4/16/2018 to 5/4/2018

Evidence of Completion

Sign in sheets and student test results.

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

Walk through observations of learning sessions.

Person Responsible

Aaron Day

Schedule

Daily, from 4/16/2018 to 5/4/2018

Evidence of Completion

Standards taught and sign in sheets.

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

Review of lesson plans and observation of student engagement.

Person Responsible

Aaron Day


Schedule

Weekly, from 4/16/2018 to 5/4/2018

Evidence of Completion


Walk through observation form and student assessment data.

G5. 70% of targeted students will meet graduation standards. 1

 G091946

G5.B1 Student non-attendance is affecting success with course and resulting in lower grade point averages

2

 B246144

G5.B1.S1 Assign students to a "Graduation Coach" that will monitor student attendance, grades, etc. 4

 S259464

Strategy Rationale

Students must be present and engaged to make academic gains.

Action Step 1 5

Graduation coach will monitor grades, progress monitoring data, assessment prep, attendance and other needs to ensure student success.

Person Responsible

Donna Summers

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Graduation coach log of contact with student, parent, teachers to support student success in meeting graduation requirements.

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

School leadership team will review parent contact logs and Focus reports

Person Responsible

Donna Summers

Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership team meeting notes and reports.

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

The leadership team will review parent contact log and Focus reports.

Person Responsible

Lara Deason


Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent contact log Focus reports

G5.B1.S2 Teachers will provide study nights during after school hours for students who are struggling academically. This time will allow students to receive more instruction and support for the course they are experiencing difficulty with. 4

 S265564

Strategy Rationale

Students who struggle academically will perform better when given additional support.

Action Step 1 5

Teachers will offer scheduled "study nights" for students to provide additional support and instruction.

Person Responsible

Donna Summers

Schedule

Weekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Reports from FOCUS that show percent of students who are passing/failing course

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Monitoring of course pass/fail rate will be conducted for core subject areas.

Person Responsible

Aaron Day

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Reports from FOCUS showing pass/fail rate for core classes; Study night sign in sheets; Individual student GPA growth reports.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

The percent of students who are passing core courses.

Person Responsible

Aaron Day

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Core course grades reports; study night sign in sheets; Student GPA reports

G5.B1.S3 Provide ACT School Day waiver for students to meet graduation requirements. 4

 S265862

Strategy Rationale

Students are not scoring proficient on state testing required for graduation.

Action Step 1 5

Provide waiver for students to take the ACT school day test as a concordant score for graduation requirement.

Person Responsible

Donna Summers

Schedule

Quarterly, from 1/1/2018 to 6/29/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

The guidance counselor will monitor students to ensure they register to take the ACT School Day assessment.

Person Responsible

Donna Summers

Schedule

On 6/29/2018

Evidence of Completion

The number of students participating in the ACT school day.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Counsel with students to make them aware of the opportunity to participate.

Person Responsible

Donna Summers

Schedule

On 6/29/2018


Evidence of Completion

Students participating in the ACT School Day assessment to meet graduation requirements.

G6. There will be a 5% increase in students scoring proficient on the ELA state assessment. **1**

 G091943

G6.B1 Poor student work habits and engagement. **2**

 B246133

G6.B1.S1 Provide extended day for structured learning sessions for a three week period, 2 hours per day, three days per week. **4**

 S259458

Strategy Rationale

To improve student knowledge and skills of ELA state standards. Provide test taking strategies.

Action Step 1 **5**

Provide extended instruction for ELA test prep.

Person Responsible

Kristina Spikes

Schedule

Weekly, from 4/9/2018 to 4/27/2018

Evidence of Completion

Student sign in sheets Lesson plans

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

Review of lesson plan, classroom walk throughs, and student performance reports.

Person Responsible

Aaron Day

Schedule

Weekly, from 4/9/2018 to 4/27/2018

Evidence of Completion

Student FSA data, sign in sheets

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

Review of assessment data.

Person Responsible

Aaron Day

Schedule








On 6/29/2018

Evidence of Completion

Student assessment data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA1 M375241	[no content entered]		No Start Date		No End Date one-time
G6.B1.S1.MA1 M361466	Review of lesson plan, classroom walk throughs, and student performance reports.	Day, Aaron	4/9/2018	Student FSA data, sign in sheets	4/27/2018 weekly
G6.B1.S1.A1 A341319	Provide extended instruction for ELA test prep.	Spikes, Kristina	4/9/2018	Student sign in sheets Lesson plans	4/27/2018 weekly
G2.B1.S1.MA1 M375239	Observation as evidenced by walk through data and review of lesson plans.	Day, Aaron	4/9/2018	Increased student proficiency as evidenced by Performance Matters progress monitoring data, sign in sheets, observation data.	4/27/2018 one-time
G2.B1.S1.A1 A352141	Provide extended learning time (boot camp) for standards based instruction.	Austin, Sharon	4/9/2018	Lesson plans and student sign in sheets	4/27/2018 weekly
G1.B1.S1.MA1 M375244	Class walk throughs and less plan review.	Willis, Eric	4/9/2018	Sign in sheets, lesson plans and documentation of standards taught,..	4/27/2018 one-time
G1.B1.S1.A1 A352146	Provide additional time for mastery of the state standards for US History.	Harger, Ivy	4/9/2018	US History EOC results, formative assessments	4/27/2018 weekly
G3.B1.S1.MA1 M375229	Review of lesson plans and observation of student engagement.	Day, Aaron	4/16/2018	Walk through observation form and student assessment data.	5/4/2018 weekly
G3.B1.S1.MA1 M375224	Walk through observations of learning sessions.	Day, Aaron	4/16/2018	Standards taught and sign in sheets.	5/4/2018 daily
G3.B1.S1.A1 A352135	Extended school time for review of state tested standards in Algebra I and Geometry.	Hosford, Georgia	4/16/2018	Sign in sheets and student test results.	5/4/2018 weekly
G5.MA1 M361478	Student grades Data reports Parent Contact Log	Summers, Donna	8/10/2017	Graduation coach log.	5/25/2018 quarterly
G5.B1.S1.MA1 M361477	The leadership team will review parent contact log and Focus reports.	Deason, Lara	8/10/2017	Parent contact log Focus reports	5/25/2018 every-3-weeks
G5.B1.S1.MA1 M361473	School leadership team will review parent contact logs and Focus reports	Summers, Donna	8/10/2017	Leadership team meeting notes and reports.	5/25/2018 every-3-weeks
G5.B1.S1.A1 A352658	Graduation coach will monitor grades, progress monitoring data, assessment prep, attendance and...	Summers, Donna	10/16/2017	Graduation coach log of contact with student, parent, teachers to support student success in meeting graduation requirements.	5/25/2018 biweekly
G5.B1.S2.MA1 M375179	The percent of students who are passing core courses.	Day, Aaron	10/16/2017	Core course grades reports; study night sign in sheets; Student GPA reports	5/25/2018 quarterly
G5.B1.S2.MA1 M375178	Monitoring of course pass/fail rate will be conducted for core subject areas.	Day, Aaron	10/16/2017	Reports from FOCUS showing pass/fail rate for core classes; Study night sign in sheets; Individual student GPA growth reports.	5/25/2018 quarterly
G5.B1.S2.A1 A352105	Teachers will offer scheduled "study nights" for students to provide additional support and...	Summers, Donna	10/16/2017	Reports from FOCUS that show percent of students who are passing/failing course	5/25/2018 weekly
G1.MA1 M375248	Formative assessment data and EOC data.	Day, Aaron	6/25/2018	US History EOC outcomes.	6/29/2018 one-time
G3.MA1 M375232	End of year assessment data. Formative assessment data during the three week period.	Hosford, Georgia	6/25/2018	Student performance outcomes on formative and summative assessments.	6/29/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.MA1  M361470	Grades, STAR Reading, FSA ELA	Summers, Donna	6/25/2018	Final data review form.	6/29/2018 one-time
G6.B1.S1.MA1  M361468	Review of assessment data.	Day, Aaron	6/25/2018	Student assessment data.	6/29/2018 one-time
G2.B1.S1.MA1  M375240	Review of progress monitoring data.	Day, Aaron	6/25/2018	Performance matters progress monitoring data, and student assessment data.	6/29/2018 one-time
G1.B1.S1.MA1  M375245	Formative assessment and EOC data.	Day, Aaron	6/25/2018	End of year summative data review.	6/29/2018 one-time
G5.B1.S3.MA1  M375846	Counsel with students to make them aware of the opportunity to participate.	Summers, Donna	6/29/2018	Students participating in the ACT School Day assessment to meet graduation requirements.	6/29/2018 one-time
G5.B1.S3.MA1  M375845	The guidance counselor will monitor students to ensure they register to take the ACT School Day...	Summers, Donna	1/1/2018	The number of students participating in the ACT school day.	6/29/2018 one-time
G5.B1.S3.A1  A352644	Provide waiver for students to take the ACT school day test as a concordant score for graduation...	Summers, Donna	1/1/2018		6/29/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

G6. There will be a 5% increase in students scoring proficient on the ELA state assessment.

G6.B1 Poor student work habits and engagement.

G6.B1.S1 Provide extended day for structured learning sessions for a three week period, 2 hours per day, three days per week.

TA Opportunity 1

Provide extended instruction for ELA test prep.

Facilitator

ELA Teachers

Participants

Targeted students scoring level 3 and below.

Schedule

Weekly, from 4/9/2018 to 4/27/2018

VII. Budget

1	G1.B1.S1.A1	Provide additional time for mastery of the state standards for US History.	\$0.00
2	G2.B1.S1.A1	Provide extended learning time (boot camp) for standards based instruction.	\$0.00
3	G3.B1.S1.A1	Extended school time for review of state tested standards in Algebra I and Geometry.	\$0.00
4	G5.B1.S1.A1	Graduation coach will monitor grades, progress monitoring data, assessment prep, attendance and other needs to ensure student success.	\$0.00
5	G5.B1.S2.A1	Teachers will offer scheduled "study nights" for students to provide additional support and instruction.	\$0.00
6	G5.B1.S3.A1	Provide waiver for students to take the ACT school day test as a concordant score for graduation requirement.	\$0.00
7	G6.B1.S1.A1	Provide extended instruction for ELA test prep.	\$0.00
Total:			\$0.00