UNISIG APPLICATION
39 - Liberty

Mr. Anthony Anderson, Superintendent

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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent of less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

Eligibility and Program Requirements

Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0071	Liberty Learning Center	$0.00	$15,000.00	$15,000.00
			Total LEA Allocation	**$15,000.00**

Assurances

Request for Applications
We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

General Terms, Assurances, and Conditions
We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

Risk Analysis
We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

Supplement, not Supplant
We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

Allocation to Schools
We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

Alignment of Strategies
We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

Alignment of Improvement Plans
We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, for each school to be served.

YES

Greatest Need
We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

Instructional Programs
We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time
We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

Deilverables
We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

Supports for School Improvement

Improvement Planning
Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

The district provided support for the development and implementation of the SIP. This was accomplished by data review, identification of barriers, development of strategies and goals for improvement. Ongoing during the school year quarterly data reviews will be held with the District Leadership Team to determine progress toward stated goals. In the event that goals are not being met the team will problem solve to determine solutions to improve performance. A system of regular walk throughs and feedback is in place to provide ongoing feedback and monitoring.

Alignment of Resources
Describe the process through which the LEA 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 comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) 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.

District Policies and Practices
Identify specific policies and practices the LEA 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.

Operational Flexibility
Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

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.

External Partners
Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.

The LEA will partner with the the following entities to implement school improvement efforts.
SRO
DISC Village
County Extension Office
Counselors
SEDNET
These groups were recruited based on services that fit the specific needs of the population of the school. These applicants are long standing partners with the district with proven results.

Dissemination
Provide the methods of dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

The application will be reviewed with stakeholders at the District Advisory Council Meeting. Stakeholders will be given the opportunity to provide input on a quarterly basis. In addition the District Leadership review team will review the plan and provide oversight and direction. Parents will be made aware of the goals of the SIP and updated quarterly as progress is reviewed. The updated will be sent home with student report cards. At this time English is the primary language of all students being served. If this status changes we will provide information in the students native language.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads
The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

No files were uploaded

Problem Identification Summary
Provide a summary of the points of strength and areas of need that have been identified in the data.
NA

Problem Analysis Summary
Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.
NA

Strategic Goals
This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

District Problem Solving

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.

G4.   90% of enrolled students will maintain an average daily attendance of 80%.

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`

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`

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`

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
Cindy Osterberg

Schedule
On 6/29/2018

Evidence of Completion
Student performance outcomes on formative and summative assessments.

G4. 90% of enrolled students will maintain an average daily attendance of 80%. `1a`

🔑 G091948

Targets Supported `1b`

Targeted Barriers to Achieving the Goal `3`
- Lack of parental support and student motivation.

Resources Available to Help Reduce or Eliminate the Barriers `2`
- Designated staff to make daily calls and home visits to students that are not in attendance.

Plan to Monitor Progress Toward G4. `8`

Reports from Focus will be reviewed by district administration

Person Responsible
Gay Lewis

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

Evidence of Completion
Focus reports and meeting notes.

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

🔑 G091946

Targets Supported `1b`

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`

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.

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

Jerry Muza

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 proficieny 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

Cindy Osterberg

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.

G4. 90% of enrolled students will maintain an average daily attendance of 80%. `1`

🔍 G091948

G4.B1 Lack of parental support and student motivation. `2`

🔍 B246145

G4.B1.S1 Grad coach will monitor target students daily attendance. `4`

🔍 S265520

Strategy Rationale

Nonattendance has negative impact on student achievement and graduation rate.

Action Step 1 `5`

Graduation coach will monitor student attendance.

Person Responsible

Eric Willis

Schedule

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

Evidence of Completion

Daily attendance records, log of parent and student contacts.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Review of Graduation Coach log on student and parent contact. Notes of student conferences.

Person Responsible

Aaron Day

Schedule

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

Evidence of Completion

Monthly review of documentation, evidenced by signature on Graduation Coach data.

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

Increased daily attendance as evidenced by FOCUS.

Person Responsible

Aaron Day

Schedule

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

Evidence of Completion

Print out of attendance average weekly.

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 preform 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.

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
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
G2.B1.S1.MA1 M375239	Observation as evidenced by walk through data and review of lesson plans.	Day, Aaron	4/9/2018	Increased student proficieny 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.	Muza, Jerry	4/9/2018	Lesson plans and student sign in sheets	4/27/2018 weekly
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
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
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.	Osterberg, Cindy	4/16/2018	Sign in sheets and student test results.	5/4/2018 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
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.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
G4.B1.S1.MA1 M375073	Increased daily attendance as evidenced by FOCUS.	Day, Aaron	10/16/2017	Print out of attendance average weekly.	5/25/2018 weekly
G4.B1.S1.MA1 M375060	Review of Graduation Coach log on student and parent contact. Notes of student conferences.	Day, Aaron	10/16/2017	Monthly review of documentation, evidenced by signature on Graduation Coach data.	5/25/2018 monthly
G4.B1.S1.A1 A352000	Graduation coach will monitor student attendance.	Willis, Eric	10/16/2017	Daily attendance records, log of parent and student contacts.	5/25/2018 daily
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.MA1 M361478	Student grades Data reports Parent Contact Log	Summers, Donna	8/10/2017	Graduation coach log.	5/25/2018 quarterly
G4.MA1 M361487	Reports from Focus will be reviewed by district administration	Lewis, Gay	8/10/2017	Focus reports and meeting notes.	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
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
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
G1.MA1 🔍 M375248	Formative assessment data and EOC data.	Day, Aaron	6/25/2018	US History EOC outcomes.	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
G6.B1.S1.MA1 🔍 M361468	Review of assessment data.	Day, Aaron	6/25/2018	Student assessment data.	6/29/2018 one-time
G6.MA1 🔍 M361470	Grades, STAR Reading, FSA ELA	Summers, Donna	6/25/2018	Final data review form.	6/29/2018 one-time
G3.MA1 🔍 M375232	End of year assessment data. Formative assessment data during the three week period.	Osterberg, Cindy	6/25/2018	Student performance outcomes on formative and summative assessments.	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

Professional Development

Technical Assistance

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

Budget

One-Year Budget

1	G1.B1.S1.A1	Provide additional time for mastery of the state standards for US History.				$456.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All High Schools	UniSIG	0.1	$396.00
			Notes: Provide boot camp for EOC US History review.			
	5100	210-Retirement	All High Schools	UniSIG		$31.00
			Notes: Retirement for US History teacher.			
	5100	220-Social Security	All High Schools	UniSIG		$29.00
			Notes: Social Security for US History teacher.			
2	G2.B1.S1.A1	Provide extended learning time (boot camp) for standards based instruction.				$456.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All High Schools	UniSIG		$396.00
			Notes: Salary for boot camp science teacher to provide extended instruction.			
	5100	210-Retirement	All High Schools	UniSIG		$31.00
			Notes: Retirement for boot camp science teacher.			

	5100	220-Social Security	All High Schools	UniSIG		$29.00
		Notes: Social Security for boot camp science teacher.				
3	**G3.B1.S1.A1**	**Extended school time for review of state tested standards in Algebra I and Geometry.**				**$912.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All High Schools	UniSIG	0.2	$792.00
		Notes: Salary for boot camp teacher for Algebra I and Geometry.				
	5100	210-Retirement	All High Schools	UniSIG		$60.00
		Notes: Retirement for Algebra I and Geometry teachers for boot camp.				
	5100	220-Social Security	All High Schools	UniSIG		$60.00
		Notes: Social Security for Algebra I and Geometry teachers for boot camp.				
4	**G4.B1.S1.A1**	**Graduation coach will monitor student attendance.**				**$5,732.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All High Schools	UniSIG	0.25	$5,280.00
		Notes: Graduation coach will monitor and support watch list students for attendance, grades, progress monitoring, and intervention.				
	5100	210-Retirement	All High Schools	UniSIG		$230.00
		Notes: Retirement for graduation coach.				
	5100	220-Social Security	All High Schools	UniSIG		$222.00
		Notes: Social Security for graduation coach.				
5	**G5.B1.S1.A1**	**Graduation coach will monitor grades, progress monitoring data, assessment prep, attendance and other needs to ensure student success.**				**$0.00**
6	**G5.B1.S2.A1**	**Teachers will offer scheduled "study nights" for students to provide additional support and instruction.**				**$6,072.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All High Schools	UniSIG		$3,872.00
		Notes: Salary for teachers to provide supplemental tutoring in core subject areas required for graduation				
	5100	210-Retirement	All High Schools	UniSIG		$307.00
		Notes: Retirement for teachers to provide supplemental tutoring in core subject areas required for graduation.				
	5100	220-Social Security	All High Schools	UniSIG		$293.00
		Notes: Social Security for teachers to provide supplemental tutoring in core subject areas required for graduation.				
	5100	310-Professional and Technical Services	All High Schools	UniSIG		$1,000.00
		Notes: Contract services for ACT prep to meet graduation requirements.				
	5100	510-Supplies	All High Schools	UniSIG		$600.00

			Notes: Supplemental supplies to support extended learning opportunities in core subject areas required for graduation.			
7	**G5.B1.S3.A1**	**Provide waiver for students to take the ACT school day test as a concordant score for graduation requirement.**				**$460.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	All High Schools	UniSIG		$460.00
8	**G6.B1.S1.A1**	**Provide extended instruction for ELA test prep.**				**$912.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All High Schools	UniSIG	0.2	$792.00
			Notes: Salary for boot camp teacher for ELA grade 9th and 10th.			
	5100	210-Retirement	All High Schools	UniSIG		$60.00
			Notes: Retirement for boot camp teacher for ELA.			
	5100	220-Social Security	All High Schools	UniSIG		$60.00
			Notes: Social Security for boot camp teacher for ELA.			
					Total:	**$15,000.00**