Rising Leaders Academy

2016-17 Schoolwide Improvement Plan

Rising Leaders Academy

1527 LINCOLN AVE, Panama City, FL 32405

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	18%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	23%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rising Leaders Academy

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Rising Leaders Academy (RLA) is dedicated to preparing students for outstanding academic achievement, interpersonal skills, elevated ethical character, and a firm command of foreign languages. Students will achieve academic excellence through a developmentally rigorous, innovative, challenging, college preparatory curriculum in a warm, nurturing environment with outstanding teachers. RLA will prepare students to have a sincere responsibility to give back to the community, with a focus on strong leadership skills. This mission will be achieved through sound financial management practices.

b. Provide the school's vision statement.

Our VISION is to be recognized as one of the best schools in the state of Florida that empowers students to become Rising Leaders, who are lifelong learners with excellent character.

2. School Environment

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

The schools creates programs that encourage students to share their cultures and build relationships between the teachers and students. RLA offers two foreign languages which include different cultures. There are community lunches, in which the students bring cultural food. The students are encouraged to speak about their cultures during Crew Time. During Crew Time, students share what they know from other countries. The teachers remind the students to accept our differences and learn about other countries from each other.

During Spanish class, the teacher and students talk about their favorite movies, pets, books, places, people -the list goes on and on. When school started, the Spanish teacher asked the younger children what they had enjoyed in Spanish class so that we could continue with those activities. The older students had to write examples of what it meant for them to be responsible, honest, respectful and a good citizen. The teacher and students shared the main ideas and chose the ones that would make it to the board. Students' cultures and building relationships between teachers and students is seen throughout the school.

Since we have diverse cultural backgrounds, it is a unique opportunity to talk about each other's cultural background and make comparisons. Sometimes our teachers who speak different languages will use their foreign language to give simple directions in order to create a generally friendly atmosphere that promotes interest and (perhaps more importantly) respect for other cultures.

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

The school has a Code of Conduct, Crew Time, FriendWatch, Expeditionary Learning, the Leader in Me program, character education, and community circles that all focus on creating a nurturing environments where the students feel safe and respected before, during, and after school. There are weekend reflections that focus on character, which the students share with the class and school. Part of the school mission is to create a safe and nurturing environment, which is eminent throughout the school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We go over the Code of Conduct daily to remind students of the expectations. The Code of Conduct is in every room, hallway, and cafeteria. In the lower grades, there is a color system, in which the student's clip is moved down and the student is given a change to move it up. If the student's clip continues to go down to around 5 clips, the parents are contacted. If the distractions continue, the student receives a referral to go to the Principal's office, in which the parents are contacted again. Students who show good behavior are rewarded to encourage good behavior.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

We have a small school, around 120 students, in which we are able to meet the needs of our students socially and emotionally. We provide students an opportunity to express their social-emotional needs during Crew Time. We created an environment in which the students feel safe and comfortable talking to the staff from the secretary in the front office to the teacher and principal. Our 6th graders in the school are our school leaders. Each two 6th graders is assigned to a class during lunch, in which the lower grade students can go to the 6th grade leaders if they need any assistance. The Principal and staff are all in the cafeteria at lunch ensuring all the student's needs are met. During class, the teachers ensure the students' social-emotional needs are met. We meet with the parents if we suspect any social-emotional problem to work with them to resolve the problem. Every student knows that RLA has zero tolerance for bullying and do not allow any student to hurt another. We informed them to use FriendWatch if they feel that they or their friends are hurt in anyway and do not want to speak to an adult directly.

3. Early Warning Systems

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

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

Our attendance, discipline system, academics, and standardized assessment are satisfactory and above. We are looking to make gains in writing and mathematics and are working towards those.

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

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

We have an intervention plan for students who require it. We provide RTI.

B. Family and Community Engagement

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

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

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

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

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

2. Description

Parental involvement is required at RLA. We ask parents to volunteer 20 hours a year to be more involved in their child's education. We hold an orientation before school starts to go over the mission, vision, goals, and expectations. We keep parents involved through constant communications, which includes emails and website communication. We also hold meetings with parents if we see their child struggling in any way. We have a regulation parent breakfast with the principal in which the parents can express concerns if they have any. This is also a time for parents to be more involved. Parents are also members of the SAC and Board. Parents also started a PTO. The PTO has been very active in school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

RLA's mission is to serve the community, and in return, we get great support from the community. We recognize the community members who help out the school. We always look for ways to partner with the lcoal community for the purpose of securing resources. We are thankful for organizations, like the U.S Navy, which funds our Lego League teams.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Jaber, Suha	Principal

b. Duties

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

Suha Jaber is the Principal who runs the school. There is only one teacher per grade, so each teacher is a leader of her grade level. The is ESE teachers, teachers with Gifted Endorsements, and ESOL teachers. RLA partnered with Expeditionary Learning, who visit RLA throughout the year to provide support for the principal and teachers in instruction. The principal has a two hour PD session with the teachers every Friday. The principal and teachers collaborate at this time and practice shared decision making.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Principal uses all available funds to provide necessary resources for all the classes. In addition, the staff is constantly looking for ways to get more resources, such as DonorsChoose, in which we received resources with thousands of dollars. The principal and staff meet every week and discuss the needs. RLA has been able to security all the resources needed except for SmartBoards because of their expensive cost.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Suha Jaber	Principal
Amanda Spillane	Teacher
Julia Arafa	Teacher
Cynthia McCauley	Business/Community
Shimaa Salman	Parent
Kim Slavens	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Charter schools can have their Board serve as the SAC. Last year, RLA also started a separate SAC from the Board to assist the Board with school improvement. The SAC and Board work together on the improvement plan. The school Board and SAC review the improvement plans and make recommendations and changes that help the school improve.

b. Development of this school improvement plan

As a small charter school, the Board, SAC, principal, teachers, and students contribute to the school improvement plan by providing input during the meetings, surveys, and other communication

methods presented at various times. The SAC will meet the first month to discuss the school improvement plan.

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

RLA is a charter school, which partnered with School Financial Services, to prepare the school's annual budget and plan. The school board approves the plan annually.

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

RLA continues to provide research based professional development through Expeditionary Learning experts. The budget for projects depends on the available funds allocated. Last year, RLA was able to create a computer lab and continue providing Expeditionary Learning professional development.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Jaber, Suha	Principal

b. Duties

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

Every grade has a 90 minute reading block. Students are required to read at least 20 minutes at home. There is a reading log for every grade. Students are also required to write daily in school and often for homework. On September 8, RLA will participate in the International Literacy Day, which will include several literacy activities. Bay District Schools provides RLA with a literacy coach to assist when needed. RLA participates in the Bay Writes program.

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

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

RLA has longer school hours on Mondays to Thursdays and finishes two hours early on Fridays so that the teachers and principal can work together on collaborative planning and instruction.

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

All teachers must be certified, highly qualified, certified in field, and effective to teach at RLA. We provide competitive salaries and benefits. We also provide more time for collaboration and professional development. Teachers enjoying a nurturing environment to work in.

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

During the first year, RLA partnered with Expeditionary Learning which provided professional development and continued to do so in our 3rd year. The Expeditionary Learning staff member who comes to our school is one of our mentors, who provides professional development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All the textbooks and programs purchased are aligned to Common Core and Florida's standards. Since our first day of school, we ensured that every program we purchase is aligned to Florida's standards and Common Core.

b. Instructional Strategies

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

RLA uses data to provide differentiated instruction to meet the diverse needs of the students. We purchased programs that meet the needs of diverse learners. We also assist students in a 45 minute block we have for intervention.

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

Strategy: Extended School Day
Minutes added to school year: 240

RLA has around 240 minutes a week more than most schools to include more time for academic, enrichment, and teacher collaboration/professional development.

Strategy Rationale

Our mission is academic excellence, which includes critical thinking and problem solving through project-based learning. This requires more time and therefore we need to extend our school day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Jaber, Suha, jabersa@bay.k12.fl.us

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

Standardized tests, weekly tests, expeditionary learning projects

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

We ensure the teachers have covered all the standards to ensure the students are ready for the next grade level and that the students mastered the standards before moving to the next grade level. RLA has a rigorous program. Before students can transition to the next grade level, we ensure they mastered the current grade level material through our Pearson Baseline assessment.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Only have grades K - 6.

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

Only have grades K - 6.

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

Only have grades K - 6.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

RLA provides a rigorous program that is preparing students for high school from 6th grade. In 6th grade, the students at RLA start taking Pre-Algebra.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Individualize instruction to meet the needs of all students, with 80% or higher proficiency at grade level

G2.   Eighty percent of students will be proficient in reading.

G3.   Seventy percent of students will be proficient in writing.

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. Individualize instruction to meet the needs of all students, with 80% or higher proficiency at grade level
`1a`

🔑 G083558

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Gains	100.0
FSA ELA Achievement	80.0
ELA/Reading Gains	100.0
FCAT 2.0 Science Proficiency	75.0
Certified in Field	100.0
Effective+ Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal `3`

- In 6th grade, RLA is teaching Pre-Algebra, whereas the students will take the 6th grade FSA. They may not be well prepared for FSA since they will focus more on Pre-Algebra this year.

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

- Pearson program

- Glencoe program

- Khan Academy program

- Supplementary materials purchased

Plan to Monitor Progress Toward G1. `8`

Formative assessment, MAP Unit Tests, Khan Academy, READTHEORY

Person Responsible
Suha Jaber

Schedule
On 6/1/2017

Evidence of Completion
Formative assessment, MAP, Unit Tests, Khan Academy, READYTHEORY

G2. Eighty percent of students will be proficient in reading. 1a

🔑 G083559

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Gains	80.0
CELLA Reading Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Program
- SpringBoard Program
- Leveled readers
- Differentiated materials

Plan to Monitor Progress Toward G2. 8

Formative assessment, Discovery Education, Unit Tests, FCAT Explorer (if aligned to FSA)

Person Responsible

Schedule
On 6/1/2015

Evidence of Completion
Formative assessment, Discovery Education, Unit Tests, FCAT Explorer (if aligned to FSA)

G3. Seventy percent of students will be proficient in writing. 1a

🔑 G083560

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0
CELLA Writing Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson curriculum
- Writing supplement books
- Weekend writing assignments
- BayWrites

Plan to Monitor Progress Toward G3. 8

BayWrites, daily writing assignments, weekend writing assignment

Person Responsible

Schedule
Daily, from 9/2/2014 to 9/2/2014

Evidence of Completion

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. Individualize instruction to meet the needs of all students, with 80% or higher proficiency at grade level [1]

🔑 G083558

G1.B1 In 6th grade, RLA is teaching Pre-Algebra, whereas the students will take the 6th grade FSA. They may not be well prepared for FSA since they will focus more on Pre-Algebra this year. [2]

🔑 B221716

G1.B1.S1 Teach 6th graders both 6th and 8th grade math standards. [4]

🔑 S233939

Strategy Rationale

We are teaching our 6th graders Pre-Algebra, which is an 8th grade standard. However, they will be tested on 6th grade standards, so we must cover both.

Action Step 1 [5]

Pre-Algebra in 6th grade.

Person Responsible

Suha Jaber

Schedule

On 6/1/2017

Evidence of Completion

Ensure 6th graders are prepare for FSA and have learned Pre-Algebra as well.

Action Step 2 [5]

Students will use technology to master math standards.

Person Responsible

Suha Jaber

Schedule

On 6/1/2017

Evidence of Completion

Every student will have online assignments on Khan Academy.

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

Weekly check in

Person Responsible

Suha Jaber

Schedule

On 6/1/2017

Evidence of Completion

Check in with teacher weekly to monitor the progress.

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

The weekly meeting is assigned a date/time for every week

Person Responsible

Suha Jaber

Schedule

On 6/1/2017

Evidence of Completion

Suha Jaber send the teacher the date, which will be the same every week, to meet and discuss the student performance and mastery of 6th grade math standards, as well as Pre-Algebra

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M304946	Formative assessment, MAP Unit Tests, Khan Academy, READTHEORY	Jaber, Suha	8/18/2016	Formative assessment, MAP, Unit Tests, Khan Academy, READYTHEORY	6/1/2017 one-time
G1.B1.S1.MA1 🔑 M304944	The weekly meeting is assigned a date/ time for every week	Jaber, Suha	8/18/2016	Suha Jaber send the teacher the date, which will be the same every week, to meet and discuss the student performance and mastery of 6th grade math standards, as well as Pre-Algebra	6/1/2017 one-time
G1.B1.S1.MA1 🔑 M304945	Weekly check in	Jaber, Suha	8/18/2016	Check in with teacher weekly to monitor the progress.	6/1/2017 one-time
G1.B1.S1.A1 🔑 A300483	Pre-Algebra in 6th grade.	Jaber, Suha	8/18/2016	Ensure 6th graders are prepare for FSA and have learned Pre-Algebra as well.	6/1/2017 one-time
G1.B1.S1.A2 🔑 A300484	Students will use technology to master math standards.	Jaber, Suha	8/18/2016	Every student will have online assignments on Khan Academy.	6/1/2017 one-time

V. Professional Development Opportunities

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

G1. Individualize instruction to meet the needs of all students, with 80% or higher proficiency at grade level

G1.B1 In 6th grade, RLA is teaching Pre-Algebra, whereas the students will take the 6th grade FSA. They may not be well prepared for FSA since they will focus more on Pre-Algebra this year.

G1.B1.S1 Teach 6th graders both 6th and 8th grade math standards.

PD Opportunity 1

Pre-Algebra in 6th grade.

Facilitator

Suha Jaber

Participants

Roland Hankins

Schedule

On 6/1/2017

VI. Technical Assistance Items

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

G1. Individualize instruction to meet the needs of all students, with 80% or higher proficiency at grade level

G1.B1 In 6th grade, RLA is teaching Pre-Algebra, whereas the students will take the 6th grade FSA. They may not be well prepared for FSA since they will focus more on Pre-Algebra this year.

G1.B1.S1 Teach 6th graders both 6th and 8th grade math standards.

TA Opportunity 1

Students will use technology to master math standards.

Facilitator

Roland Hankins

Participants

6th grade students.

Schedule

On 6/1/2017

VII. Budget

1	G1.B1.S1.A1	**Pre-Algebra in 6th grade.**	$0.00
2	G1.B1.S1.A2	**Students will use technology to master math standards.**	$0.00
		Total:	**$0.00**