Mid Cape Global Academy

2016-17 Schoolwide Improvement Plan

Mid Cape Global Academy

76 MID CAPE TER, Cape Coral, FL 33991

www.midcapeglobal.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	70%

School Grades History

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

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 Mid Cape Global Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Mission: Cape Coral Charter School will provide students with the necessary tools and skills needed to develop superior levels of achievement. We will strive for academic, social and physical excellence by providing a high quality, challenging curriculum. We will promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment and maximize individual productivity to meet the needs of a changing global society.

b. Provide the school's vision statement.

Cape Coral Charter School will work in partnership with all stakeholders to provide students with a high quality education that enhances understanding of the core subjects, promotes collaborative learning, and develops strong moral character.

2. School Environment

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

Cape Coral is a relatively small community based on population; however, the size in area of the city makes it one of the largest cities in Florida. Our school population is very diverse and our parents are hard working blue collar workers. Our school community has a lot of community events and participates with the Chamber of Commerce to give back to our community.

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

Cape Coral Charter is in it's first year using The Leader In Me program. All of our students receive training and are made leaders in some capacity. CCCS also participate in several other programs to create a safe and respectful environment. Elementary teachers use the Responsive Classroom which promotes student and teacher connections within the classroom. The Middle School teachers use Developmental Design which is a continuation of the Responsive Classroom goals.

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.

Our school is in the second year of The Leader In Me in which all of our students are made leaders in some capacity. We also participate in the Responsive Classroom which is about students and teachers making connections. Every class holds a Morning Meeting to help prepare students for a positive day. We have a behavior protocol and utilize a Progressive Discipline Plan. Office staff are strictly prohibited from calling classrooms and interrupting the learning environment. Students who forget items are not allowed to get the item until the teacher has a planning period, another means to eliminate classroom distractions.

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

The Leader In Me is a program that promotes social awareness and holds all students accountable for their behaviors. Responsive Classroom and Developmental Design programs also promote student-student and student-teacher respect and making connections with each other. These programs promote positive relationships with each other, thereby eliminating many of the social issues that can arise between students. Cape Coral Charter has a full time Student Services Coordinator to assist with mentoring and mediation if needed.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

The Cape Coral Administration Team consists of the Principal, Assistant Principal, two Curriculum Resource Teachers, and the Student services Coordinator. Each one has a specific area that they are held accountable for and to report on:
Principal - All areas
Assistant Principal - Discipline
Curriculum Resource Teachers - Test data, course failures, and Level 1 students; as well as tutoring
Student Service Coordinator - Attendance

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	25	21	19	8	13	9	13	6	6	0	0	0	0	120
One or more suspensions	1	0	4	0	0	0	2	4	2	0	0	0	0	13
Course failure in ELA or Math	12	3	11	1	3	1	2	3	1	0	0	0	0	37
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	5	1	2	0	0	0	1	1	0	0	0	0	0	10

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

All students receive letters for attendance.
Phone calls and conferences are held with families when needed for all areas.
MTSS, push-in, pull-out groups and tutoring is used to help students who are level 1 or failures.

B. Family and Community Engagement

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

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/331383.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

Our school works closely with the Cape Coral Chamber of Commerce. The staff and students participate in as many events possible in our community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Brett, Bonnie	Principal
Guzman Realpe, Karina	Instructional Coach
Kunz, Kerri	School Counselor
Bauchnight, Tracie	Teacher, PreK
Fisikelli, Kris	Teacher, K-12
Harder, Tracie	Teacher, K-12
Lee, Catherine	Teacher, ESE
Palumbo, Brittainy	Teacher, K-12
Reilly, Marycarol	Teacher, K-12
Eibel, Dawn	Instructional Coach
Hernandez, Lisette	Instructional Coach

b. Duties

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

The Administration Team serves as the site based leader of the school. They are responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. They are responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

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 Cape Coral Charter Administration Team meets weekly and also on an as need basis for other issues. Our Leadership Team meets two times a month.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Bonnie Brett	Principal
Heather Munson	Parent
Kerri Kunz	Teacher
Brittany Palumbo	Teacher
Jeny Gomez	Parent
Heidi Johnson	Teacher
Dawn Eibel	Teacher
Lisette Hernandez	Teacher
Yarily Pacheco	Student
Ericka Cruz	Parent
Irene Melendez	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

Our SAC committee meets monthly. We have a lack of parent involvement in our school community. We are working on and increasing communication to encourage others to join in our decision making.

b. Development of this school improvement plan

The SIP is being created by the Leadership Team. All members are giving feedback to the plan.

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

Contributions from all of the Administration Team member have helped us create a budget. Feedback from all stakeholders is welcomed and encouraged.

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

The funds last year from our SIP were used mainly on student academic improvement.

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
Brett, Bonnie	Principal
Guzman Realpe, Karina	Instructional Coach
Lee, Catherine	Teacher, ESE
Hernandez, Lisette	Instructional Coach
Palumbo, Brittainy	Teacher, K-12

b. Duties

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

Our LLT promotes literacy by holding tutoring sessions throughout the year after school and during breaks. All of our students participate in the Reading Challenge and are expected to read 50 books per school year. Special events such as Dr. Seuss week, promoting reading, is one of the literacy events we have during the school day. We also promote literacy through family night events, such as Reading Night. Our family events are promoted and well attended.

D. Public and Collaborative Teaching

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

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

Each grade level team has a common planning time. Teachers and leadership teams meet twice weekly to encourage team planning and also use this time to discuss individual students who need assistance.

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

With the teacher shortage we are facing it is getting harder to find qualified teachers; however we are interviewing and recruiting teachers from across the U.S. We use recruiting websites to advertise for teaching positions and to attract highly qualified candidates. We recruit at college job fairs and where we can find qualified candidates.

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

Our new teachers participate in the TLC (Teacher Learning Community) program which meets bimonthly to assist them in learning about research-based instructional strategies and effective teaching. New teachers are paired with a mentor. When pairing a teacher with a mentor not only do we look at grade level, we look at the needs of the new teacher. We look at what is the best way to assist everyone, we are looking for a Win=Win.

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.

Our school follows curriculum maps created by our Education Team at CSUSA guided by the Florida Common Core State Standards. Materials are purchased as needed based on the students' needs.

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.

Data is collected each month from classroom tests and CMA (Common Monthly assessments) on the mastery of state standards in ELA and Math. Once the data is collected it is shared with the teachers during data chats with the Curriculum Resource Teachers. At this time the CRT's review the data and help the teachers develop lesson plans for reteaching as necessary. If students need additional help in mastering lessons, tutoring help is provided by the teachers for the students. Teachers track their reteaching lessons by completing an IFC (instructional focus calendar) each month. This information is posted in the classroom and the students are retested each week to check for mastery.

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: After School Program

Minutes added to school year: 343

We have an After School program available for all families for a small fee. During the program students complete their homework and have time for interactive learning games.

Strategy Rationale

We want students to use the time to reinforce and reflect what we have done during the school day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Brett, Bonnie, bonnieb@leeschools.net

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

Parent feedback on the completion of homework and the data collected from the instructional software.

Strategy: Before School Program

Minutes added to school year: 180

We have a Before School program available for all families for a small fee. During the program students complete their homework and have time for interactive learning games.

Strategy Rationale

We want students to use the time to reinforce and reflect what we have done during the school.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Brett, Bonnie, bonnieb@leeschools.net

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

The data will include teacher feedback on student readiness for the school day.

Strategy: Extended School Day

Minutes added to school year: 360

We have extended day tutoring and office hours. Extended Day Tutoring focuses on reading and math, with each meeting weekly. Every teacher has a designated Office Hours day after school which focuses on Reading or Math or on any subject that the child needs assistance in.

Strategy Rationale

To improve academic success of students who are performing below grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Campbell, Stephanie, campbell@capecoralcharter.org

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

Data is collected each month from classroom tests and CMA (Common Monthly assessments), once the data is collected it is shared with the teachers during data chats. At this time the CRT's review the data and help the teachers develop lesson plans for reteaching as necessary. If students need additional help in mastering lessons, tutoring help is provided by the teachers for the students. Teachers track their reteaching lessons by completing an IFC (instructional focus calendar) each month. This information is posted in the classroom and the students are retested each week to check for mastery.

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. Â§ 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.

Our school reviews the incoming students records and report cards to determine the needs of the student. Students are then placed in the appropriate classroom. Students who are leaving the school are provided with the most current grades and information pertaining to the student.

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.

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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. Increase student achievement in reading, math, and science school-wide by focusing on professional development and the academic success of each student.

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. Increase student achievement in reading, math, and science school-wide by focusing on professional development and the academic success of each student. 1a

🔍 G086700

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
FSA Mathematics Achievement	66.0
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal 3

- Opportunities for professional development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Limited budget for outside PD

- Community transportation

- Provide incentives for parents

- Free and Reduced lunch, free school supplies, free uniform

Plan to Monitor Progress Toward G1. 8

CCCS used common monthly assessments and NWEA data to monitor student achievment.

Person Responsible
Bonnie Brett

Schedule
Monthly, from 8/10/2016 to 5/22/2017

Evidence of Completion
CCCS used common monthly assessments and NWEA data to monitor student achievement.

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. Increase student achievement in reading, math, and science school-wide by focusing on professional development and the academic success of each student. 1

🔑 G086700

G1.B1 Opportunities for professional development 2

🔑 B230478

G1.B1.S1 Professional development that is focused on high-yield strategies that will increase academic success. 4

🔑 S243152

Strategy Rationale

Improve teacher performance in the classroom will yield students academic success.

Action Step 1 5

Provide and fundraise for cutting edge professional development that will lead to desired results.

Person Responsible

Lisette Hernandez

Schedule

Daily, from 8/10/2016 to 5/22/2017

Evidence of Completion

Participate in the PD with teachers to insure high quality presentations and follow-through with teachers by reflection sheets.

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

Administration team will complete weekly walk-throughs and provide feedback to all teachers.

Person Responsible

Bonnie Brett

Schedule

Weekly, from 8/10/2016 to 5/22/2017

Evidence of Completion

Walk-through evidence online

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

The effectiveness will be based on the number of identified highly effective teachers evidence by walk-through data and test scores.

Person Responsible

Bonnie Brett

Schedule

Monthly, from 8/10/2016 to 5/22/2017

Evidence of Completion

The effectiveness will be based on the number of identified highly effective teachers evidence by walk-through data and test scores.

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 🔍 M325609	CCCS used common monthly assessments and NWEA data to monitor student achievment.	Brett, Bonnie	8/10/2016	CCCS used common monthly assessments and NWEA data to monitor student achievement.	5/22/2017 monthly
G1.B1.S1.MA1 🔍 M325607	The effectiveness will be based on the number of identified highly effective teachers evidence by...	Brett, Bonnie	8/10/2016	The effectiveness will be based on the number of identified highly effective teachers evidence by walk-through data and test scores.	5/22/2017 monthly
G1.B1.S1.MA1 🔍 M325608	Administration team will complete weekly walk-throughs and provide feedback to all teachers.	Brett, Bonnie	8/10/2016	Walk-through evidence online	5/22/2017 weekly
G1.B1.S1.A1 🔍 A314570	Provide and fundraise for cutting edge professional development that will lead to desired results.	Hernandez, Lisette	8/10/2016	Participate in the PD with teachers to insure high quality presentations and follow-through with teachers by reflection sheets.	5/22/2017 daily

V. Professional Development Opportunities

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

G1. Increase student achievement in reading, math, and science school-wide by focusing on professional development and the academic success of each student.

G1.B1 Opportunities for professional development

G1.B1.S1 Professional development that is focused on high-yield strategies that will increase academic success.

PD Opportunity 1

Provide and fundraise for cutting edge professional development that will lead to desired results.

Facilitator

Curriculum Resource Teachers

Participants

All Teachers

Schedule

Daily, from 8/10/2016 to 5/22/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Provide and fundraise for cutting edge professional development that will lead to desired results.**				**$12,536.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	131304-CONSULTING	4111 - Mid Cape Global Academy	Title I, Part A		$4,950.00
			Notes: Leader in me fee for coaching days			
	6400	132813-TRAINING SERVICES - INSTRUCTORS	4111 - Mid Cape Global Academy	Title II		$7,586.00
			Notes: Leader in me symposium and ASCD			
					Total:	$12,536.00