

Polk County Public Schools

Gause Academy Of Leadership



2016-17 Schoolwide Improvement Plan

Gause Academy Of Leadership

1395 POLK ST W, Bartow, FL 33830

<http://schools.polk-fl.net/gause>

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 PK, 6-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	66%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk County School Board.

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>.

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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 Gause Academy Of Leadership

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.

Gause Academy is a technology-oriented pre-academy (6-8) and academy (9-12) and accelerated academy committed to preparing students for high-skilled, post-secondary careers, and opportunities, with the major focus on graduation.

b. Provide the school's vision statement.

Gause will provide a small learning community built around a career theme that will enable students to see relationships among academic subjects and their application to a broad field of work. Students will be provided with day-to-day support, but they will also be expected to perform. Most significantly, the partnerships among Gause staff members, the community, and parents will be designed to guarantee that all students succeed and that they leave Gause with the skills needed to transition into careers and adulthood.

2. School Environment

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

The staff at Gause Academy develop personal relationships with students on a daily basis. They do this by interacting positively with students through groups, clubs, and team building activities. Our master schedule supports these relationships as well. As a result, students build positive relationships with staff. Staff can communicate more effectively with parents as well. The school learns about student cultures through various community, district and school-wide events.

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

Upon arrival students are greeted by a staff member when getting off the bus, out of a car or walking on campus with a positive greeting. Gause Academy implements all of district and sheriff office procedures and policies for a safe campus. Staff members are available before school. The Principal, Assistant Principal, and designated staff members serve morning and afternoon duty. As students move about campus throughout the day, teachers are stationed at their doors to monitor hallways and to welcome students in class. The school's SRO is visible during the school day.

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.

The Gause Academy school-wide behavior system includes school-wide expectations and progressive discipline is implemented. Gause Academy has 6 P's which are embedded campus wide. The 6 P's are Present, Polite, Productive, Prompt, Prepared and Proud. The CHAMPS program is used campus wide.

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.

Our students social-emotional needs are met in various ways. We have a school guidance counselor, school psychologist and social worker who support our students academically as well as social-emotional needs. Our school guidance counselor develops relationships with the student and family. A school psychologist, and social worker are available to support our school guidance counselor as well. They work as a team to meet the diverse needs of our student population. Services students receive include small groups, anger management, and individual sessions to address mental health/personal needs. Support for the family unit are provided as well.

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 Early Warning system data is verified through IDEAS monthly. Upon reviewing the Early Warning System (EWS) data students attendance below 90 percent, one or more suspensions, course failure in ELA or Math and Level 1 on statewide assessments are provided MTSS strategies and, if needed, counseling through guidance, social worker and/or school psychologist.

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	5	12	20	20	17	4	15	93
One or more suspensions	0	0	0	0	0	0	3	8	17	11	6	1	5	51
Course failure in ELA or Math	0	0	0	0	0	0	3	20	34	17	14	18	2	108
Level 1 on statewide assessment	0	0	0	0	0	0	12	18	32	12	0	0	0	74

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	5	14	30	10	10	10	1	80

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

- Attendance monitoring
- Data chats
- Grade Acceleration (Edgenuity-E2020)
- Credit/grade recovery
- Parent contact/conference
- Referral to school counselors
- Administrative conferencing with students
- Class-wide management strategies, including teaching and rewards, re-teaching needed behaviors
- Behavior Contracting

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?

No

1. PIP Link

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

2. Description

The staff at Gause Academy work to build positive relationships with students and parents. Parent involvement is encouraged and pursued in various ways. A parent-student orientation meeting is held initially prior to student enrollment. Parents are contacted throughout the year via telephone, automated school messenger system, and notes regarding attendance, grades, behavior, and school activities. Parents are also encouraged to attend school functions and celebrations. We continually seek to build strong relationships with our parents that will lead to more positive participation in our 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.

A business and community advisory council was developed to oversee programs. Business and community partners comprise this committee. Community partnerships exists with a local universities and surrounding schools which will allow for a smooth transition for students to continuing and post secondary education. These organizations provide guidance on requirements to successfully enter selected programs of study.

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
Jones, Daraford	Principal
James, Shirlie	Assistant Principal
Carrier, Cindy	Instructional Technology
Alexander, Alita	School Counselor
Maysonet, Herbert	Teacher, K-12
Stunkard, Matthew	Teacher, K-12
Lashman, Brenda	Teacher, K-12
Worth, Keith	Teacher, K-12

b. Duties

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

The leadership team works to support the district strategic plan. School based leadership team members serve as expert members in their specific content/specialty areas. They review student achievement data and work collaboratively to promote instruction aligned to the Florida State standards. Team members also serve as instructional support for all staff by sharing curriculum updates and best practices. The team also reviews progress monitoring data from FSA, EOC, FCAT, FAIR, IBTP, grades and behavior.

Principal- Analysis of all data and systems

AP - Data collection and analysis, behavior, attendance, progress monitoring, curricular alignment, grade monitoring

Guidance Counselor - Data collection and analysis - student placement, class grades, testing coordinator

Instructional Technology - Teacher support, monitor instructional programs

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 school district provides instructional and curricular resources to meet the needs of students. The leadership team assesses what needs continue to exist within the school and problem solves to meet those needs. The leadership team will meet monthly.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Daraford Jones	Principal
Shirlie James	Teacher
Clifton Lewis	Business/Community
Lisa Brinson	Business/Community
Rebecca Keener	Education Support Employee
Melissa Konkol	Teacher
Shelia Jones	Education Support Employee
Dawn Ayala	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

The SAC membership will review last year's school improvement plan. The membership will discuss the effectiveness of the last year's plan and make recommendations for improvements to this year's plan.

b. Development of this school improvement plan

SAC committee will continue to meet to evaluate the effectiveness of the strategies and monitor success toward meeting the goals. The SAC improves and amends the SIP throughout the year as improvements and necessary additions are identified.

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

The school's budget is presented at the beginning of the school year.

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

Last year \$ in funds were allocated.

Student incentives - \$500.00

Staff training -

Teacher mini-grants -

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
Jones, Daraford	Principal
James, Shirlie	Assistant Principal
Worth, Keith	Teacher, K-12
Carson, Francoise	Teacher, K-12
Alexander, Alita	School Counselor
Maysonet, Herbert	Teacher, K-12
Stunkard, Matthew	Teacher, K-12
Hughes, Tiffany	Teacher, K-12

b. Duties

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

The LLT will promote literacy within the school through varied means. First, all teachers are responsible for contributing to reading improvement. Staff will receive professional development related to the Florida standards in ELA with a focus on writing. Staff will be provided the rubrics related to writing. The schoolwide expectation is that all students are to write every day in every class. Other initiatives utilized include CISM (comprehensive instructional sequence model) and DBQ (document based questions).

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.

Gause Academy utilizes planning periods meetings to foster professional development for staff. This time is fosters the building of relationships among staff members while staff gain knowledge on effective instructional strategies. There is also a Sunshine Club which also fosters these relationships through staff holiday events.

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

District level staff manage recruitment and teacher certification requirements. The district hosts job fairs to recruit teachers to our district. We utilize a district wide employment system to post current openings, schedule interviews, post references, and hire qualified applicants. The district works with schools to ensure racial balance and filling vacancies.

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

School follows district level plan, district level staff are responsible for developing strategies to be carried out at school site.

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.

Core instructional programs and materials are developed at the district level. The district provides curriculum resources (textbooks, learning schedules, other resources) aligned to Florida's standards. Teachers are expected to develop lesson plans in accordance with the provided resources. Lesson plans are reviewed to monitor for pacing and alignment to Florida's standards.

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.

Students are scheduled in Reading and Math classes based on their previous FSA, FCAT, and FAIR scores. Progress monitoring data is used to monitor student progress. Student data is utilized to differentiate instruction to meet the diverse needs of students. In addition, grade recovery programs are implemented school wide to assist students who have difficulty mastering core content. The school day is modified to provide time for remediation to meet the needs of these students.

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: Before School Program

Minutes added to school year:

Grade recovery

Strategy Rationale

To help students who received a failing grade during a grading quarter

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

James, Shirlie, shirlie.james@polk-fl.net

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

The number of students that successfully complete the grade recovery program and earn a grade change.

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.

Student achievement data is evaluated upon entry. Based on student performance on state standardized tests, students are scheduled according to state requirements and master schedule offerings.

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.

Our school population is small and allows for us to provide a caring and concerned staff. A great amount of school hours, before, during and after, has been spent in developing the master schedule and subsequently creating student schedules. Our school population reflect a number of students who are lower performing and includes those who may have been retained. Throughout the school year, students receive assistance on how to plan short and long term goals, in both academic and career planning, offered through the guidance counselor and the principal. Student schedules include required courses and previously failed coursework. We also provide classes that provoke student interest and motivation, ranging from digital technology offered on our own campus to Creative Photography, offered virtually through, Polk Virtual School,(PVS).

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

Our school houses two academies, a pre-academy for middle school students and a high school academy for converging technology. Industry certifications currently offered include: Adobe Photoshop CS6, Microsoft Office PowerPoint 2013, IC3 Spark.

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

Core classes integrate the use of technology in varied and meaningful ways. Students are provided opportunities to incorporate knowledge and skills gained from CTE courses into the academic courses.

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.

Strategies undertaken include the identification of students who can graduate with the 18 credit option. We also focus efforts on students who can graduate during the summer. Credit recovery is provided for all students who require credit/grade recovery. Junior conferences were initiated to inform parents and students of the graduation requirements. We also focus on our ESE student population to make sure they meet graduation requirements.

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" 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.** All students will earn learning gains in every standardized test (FSA, FCAT 2.0, and/or EOC) which student is required to take, as they work towards a Florida High School Diploma.

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. All students will earn learning gains in every standardized test (FSA, FCAT 2.0, and/or EOC) which student is required to take, as they work towards a Florida High School Diploma. 1a

G087108

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	100.0
ELA/Reading Gains District Assessment	100.0
U.S. History EOC Pass	30.0
Civics EOC Pass	30.0
Bio I EOC Pass	30.0
FCAT 2.0 Science Proficiency	30.0
Algebra I EOC Pass Rate	30.0

Targeted Barriers to Achieving the Goal 3

- All teachers implementing strategies and techniques which are best practices to provide students skills to meet goal.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district has provide a tool - Learning Gains Target Calculator- which provides exact score need to meet requirement of a gain for students.

Plan to Monitor Progress Toward G1. 8

The common planning agenda and notes will be reviewed for strategies to be implemented by teachers. Teacher's test data will be reviewed after implementation of strategies.

Person Responsible

Daraford Jones

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Common planning minutes, Pinnacle Test Data, Student's Performance on Progress Monitoring Instruments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. All students will earn learning gains in every standardized test (FSA, FCAT 2.0, and/or EOC) which student is required to take, as they work towards a Florida High School Diploma. **1**

 G087108

G1.B1 All teachers implementing strategies and techniques which are best practices to provide students skills to meet goal. **2**

 B231595

G1.B1.S1 Teachers use collaborative planning time to gain knowledge of best practices from colleagues which are successful. **4**

 S244313

Strategy Rationale

This will allow teachers to share knowledge as professionals.

Action Step 1 **5**

Teachers will meet twice a week in collaborative planning periods.

Person Responsible

Shirlie James

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Agendas

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

Agendas are due every week by close of business on Fridays.

Person Responsible

Daraford Jones

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Agendas

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

Progress Monitoring - PMRN data and IBTP data

Person Responsible

Shirlie James

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M328303	The common planning agenda and notes will be reviewed for strategies to be implemented by teachers....	Jones, Daraford	9/23/2016	Common planning minutes, Pinnacle Test Data, Student's Performance on Progress Monitoring Instruments	5/26/2017 weekly
G1.B1.S1.MA1 M328301	Progress Monitoring - PMRN data and IBTP data	James, Shirlie	9/30/2016	Data	5/26/2017 monthly
G1.B1.S1.MA1 M328302	Agendas are due every week by close of business on Fridays.	Jones, Daraford	9/23/2016	Agendas	5/26/2017 weekly
G1.B1.S1.A1 A316364	Teachers will meet twice a week in collaborative planning periods.	James, Shirlie	8/29/2016	Agendas	5/26/2017 biweekly

V. Professional Development Opportunities

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

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	Teachers will meet twice a week in collaborative planning periods.	\$0.00
Total:			\$0.00