

Renaissance Academy

4351 MAHAN DR, Tallahassee, FL 32308

<https://www.governorscharter.org/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	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	85%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	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

This plan is pending approval by the Leon 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Renaissance Academy

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Governors Charter Academy will provide an inspiring and motivating educational environment that delivers real, measurable results and prepares our students to be the next generation of leaders.

b. Provide the school's vision statement.

Governors Charter Academy will strive to ensure that every child grows academically and socially, in order to reach their maximum potential.

2. School Environment

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

Governors Charter Academy makes it a point to get to know the students and families of the attending students. Teachers utilize a daily morning meeting time to provide opportunity to get to know students and build a school community. Additionally, all parents are expected to volunteer within the school environment as a mean to involve the families in the school community.

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

Governors Charter Academy works hard to create an environment that is safe and everyone feels respected. The Leader In Me program as well as the implementation of Responsive Classroom provides the structures which facilitates a community environment.

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.

Governors Charter Academy follows the Leon County Student Code of Conduct. Moreover, faculty and staff focus on developing the whole child and intentionally build the student's capacities to manage their emotions, behaviors, and stress. Counselors and therapists support children when they struggle to manage their behavior. Also, the Dean of Students is tasked with managing discipline issues and creating clear school-wide expectations.

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.

Governors Charter Academy is implementing the Leader In Me program which provides a structure for the character education.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Governor Charter Academy's leadership team monitors weekly grades, attendance and overall student behavior and demeanor. A newly hired Dean of Students supports a consistent focus on tracking discipline and behavior issues. The leadership team makes it their mission to know their high risk students and understand the unique circumstances that can challenge each student's ability to do his or her best at school. High risk students include those who have low attendance (<90%), 2+ disciplinary referrals resulting in suspensions, course failures/retentions, and level 1 students from FSA scores. Attendance is tracked daily along with tardiness to flag students at risk and trigger a proactive response. Governors Charter Academy strives for personal relationships with all students and parents to help all faculty and staff build trust and support high risk students. The RTI referral process includes behaviors and attendance beyond simply academics to help ensure that all EWS criteria are covered.

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	7	15	10	4	9	13	3	6	7	0	0	0	0	74
One or more suspensions	10	8	4	5	12	20	17	25	16	0	0	0	0	117
Course failure in ELA or Math	5	2	2	2	17	1	7	6	4	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	39	34	27	31	42	27	0	0	0	0	200

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	3	2	0	3	12	9	7	15	6	0	0	0	0	57

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

Governors Charter Academy has implemented a robust MTSS program with three areas of focus: academics, behavior, and attendance. The MTSS Coordinator with support from the Dean track attendance and behavior weekly. Furthermore, there are co-teachers for every grade level to support with identification of students needing more support and targeted intervention. Governors Charter Academy will also extend the school year through summer programming aimed at preventing summer loss. Governors Charter Academy has three co-teachers (one for K-2, one for 3-5, and one for 6-8), an additional parapro to assist, and two push-in/pull-out teachers for ELA and math.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Each student's parent/guardian is asked to contribute 20 hours of volunteer service to the school. This could be in various forms: during the school day for supervision in hallways/cafeteria, helping with book fairs or other school wide events, clerical work, and a variety of other assisting manners. Governors Charter Academy has several "parent nights" throughout the year to exhibit student work, demonstrate "The Leader in Me" habits, and participate in parent conferences.

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.

Governors Charter Academy is working on creating productive and meaningful partnerships with our local universities and several community organizations. Governor Charter Academy has a very effective partnership with students from local colleges employing them as after-school workers. Governors Charter Academy will also participate with local universities to provide opportunities for student teachers. Other partners include the Girl Scouts, Boy Scouts and other local community and civic organizations.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Simpson, James	Principal

b. Duties

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

James Simpson, Principal
Genleah Swain, Assistant Principal
Cami Bernales, Dean of Students
Katina Smith, Curriculum Resource Teacher (CRT)
Princess Davis, Curriculum Resource Teacher (CRT)
Callie Lackey, Student Services Coordinator (ESOL, ESE, & MTSS Coordinator)
Karen Durham, Student Services Coordinator (ESOL, ESE, & MTSS Coordinator)

Members of the School Leadership Team are involved in developing the School Improvement Plan by reviewing data collected (instructional software data, observational data, discipline data, and assessment data for both mastery and growth), identifying areas that need to be addressed, helping set clear expectations for instruction and identifying resources. The team also maps out the school's curricular and extra-curricular events throughout the school year. The Leadership team meets weekly on Thursday afternoons. Each member of the team supports teachers with instruction (observational feedback, coaching, modeling) as well as with non-instructional support (resource needs, work orders, etc). The principal and assistant principal meet with instructional teams bi-weekly to gather needs and to analyze individual student data. The CRTs meet bi-weekly as well with instructional teams to identify interventions of individual students and/or individual teachers needing support.

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 leadership team meets weekly to review student data, identify barriers for students not making expected progress and most importantly, collaborate with relevant teachers and staff to develop a plan for the student. The questions that drive the analysis are: "is each student making expected progress?" and if not, "what is preventing this student from being the best he or she can be?" A leader from every department participates in the leadership team meetings to lend a diversity of perspective and expertise to the conversation. The following team members participate in the weekly meetings: Principal, Assistant Principal, Dean of Students, Curriculum Resource Teachers, & Student Services Coordinator.

To understand if each student is making expected progress, the team first uses data from the balanced assessment to understand progress on academic indicators. Governors Charter Academy uses the Northwest Evaluation Association (NWEA) assessment as an interim assessment three times per year. NWEA is a nationally-normed assessment proven to be effective in targeted students' skill gaps, aligned to state standards. Additionally, team members review formative standards based assessment to evaluate students' mastery of Florida grade-level standards, as assessed on the Florida Standards Assessment. Furthermore, unit grades are reviewed to understand progress within each course. The Curriculum Resource Teachers are very involved in analyzing the data and facilitating the data chat with the entire leadership team.

Once students have been deemed in need of additional support, the team leverages the expertise of instructional and non-instructional team members to identify and develop a plan to address the barriers to performance. To fully understand barriers, the team analyzes discipline data, attendance, participation in school-sponsored event and any known changes in the child's home life. Depending on the barrier, students may be placed in tutoring, additional push-ins or other appropriate intervention. It is the role of the student services (ESE and ESOL coordinator) to determine if additional internal and/or external services or support are needed.

The role of the School Operations Administrator (SOA) is to review the effective utilization of federal, state and local resources. The SOA monitors monthly grant utilization, grant reimbursements and budget amendments needed to address emerging student/school needs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Principal	

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Per 1002.33, F.S., a charter school is not required to have a SAC.

- b. Development of this school improvement plan
- c. Preparation of the school's annual budget and plan

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

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

No

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

n/a

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
Simpson, James	Principal

b. Duties

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

The Literacy Leadership Team consists of the following people and positions:

- James Simpson, Principal
- Genleah Swain, Assistant Principal
- Katina Smith, CRT
- Princess Davis, CRT
- Callie Lackey, SSC
- Karen Durham, SSC
- Jasmine Williams, Reading Intervention teacher
- Precillia Pierre, MS ELA teacher
- Ashley Bourland, 4th grade teacher
- Katie Carlton, 2nd grade teacher

Governors Charter Academy has an active Reading Team. The Reading Team promotes school literacy and supports teachers with scaffolding instruction for students below grade level to build foundation reading skills. A special focus is placed on English Language Learners to support with English language acquisition. Leveled readers are used as resources to promote literacy and build vocabulary. Furthermore, Lexia is used for students below grade level to personalize learning in six areas of reading instruction. Intensive reading classes are offered in middle school for students needing further support. ReadingPlus, an evidence-based instructional software program, is used to assess students' fluency, vocabulary and overall reading level. The program places students on an individualized learning pathway to help the student increase their comprehension. The Reading Team consistently evaluates the students' progression on the program and uses a variety of other assessments to evaluate the student improvement.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

At Governors Charter Academy, collaborative teaching is a part of the school culture. Each team member is expected to participate in a grade level or content area team to share expertise, build their skills and learn from each other. Team meetings are weekly to review data, facilitate Professional Learning Communities and provide targeted professional development. These professional development opportunities are collaborative and designed to share best practices. Throughout the year, the Leadership Team identifies a teacher to spotlight and organizes for his or her colleagues to observe the “spotlight teachers” in action. During the observation, the teacher’s peers observe effective instructional practices and the level of student engagement. Conversations with various leadership team members continues until a plan of action is created to improve instructional strategy.

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

Vertical teaming also helps to build a culture of collaboration. Vertical teaming allows teachers across grade levels to understand the specific skill deficiencies of student cohorts and plan together to remediate and prepare the student for success at the next level.

Two Curriculum Resource Teachers (CRTs) provide coaching, lesson planning support and content area expertise to promote excellent teaching. The scope of the CRT’s roles is thoughtfully developed to support collaboration at the instructional support level and promote a broad understanding of the curriculum needs of the entire school.

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

Mentorship is another important component of teacher collaboration at Governors Charter Academy. Mentorship pairing is seen as an extension of the Professional Learning Community. Mentors are veteran or master teachers selectively chosen and intentionally paired with teachers newer to the profession and/or teachers who would benefit from specific instructional strategies or content area expertise.

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.

Governors Charter Academy uses curriculum maps aligned to the Florida standards. The scope and sequence of the curriculum maps have been developed with consideration of the foundational standards and priority standards for that specific subject and grade level.

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.

Governors Charter Academy implements a balanced assessment system to support differentiated instruction and to meet the diverse needs of students. NWEA is an interim assessment that is administered three times per year. The assessment is nationally normed and provides teachers with

an understanding of what each child is ready to learn next. NWEA uses a consistent scale score that helps teachers track growth within the school year along with growth from year to year. Additionally, teachers leverage Unify, a Florida standards aligned question item repository, to create standards based assessments. The Unify pre and post tests are aligned to the curriculum maps and provide insight into students' mastery of the standards taught. Those standards requiring re-teaching are then spiraled into the next week's instruction and assessed on the subsequent post assessment.

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:

Governors Charter Academy implements a robust after school tutoring program to support standards mastery and growth in all core subjects. Tutoring starts the fourth week of school and intensifies in frequency as the school year progresses. During the first few months of school, tutoring is offered on Tuesdays and Thursdays. By winter and for the remaining of the year, tutoring is offered four days per week plus occasional Saturdays. Tutoring is provided in all subject areas and advanced courses. During holiday breaks, students are invited to participate in "holiday bootcamps" to further their knowledge and prevent loss during the school breaks. All 5th and 8th grade students also participate in Science tutoring. Later this year, tutoring will also support students enrolled in End Of Course exams to support advanced learners achieve their potential.

Strategy Rationale

To further their knowledge and prevent loss during the school breaks.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simpson, James, jsimpson@governorscharter.org

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

Pre and post standards based assessments will be analyzed to assess mastery and to determine which standards need to be re-taught. Also, NWEA results will be analyzed three times per year to assess growth. Lastly, performance reports from evidence-based instructional software programs will be reviewed on weekly basis to track progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Governors Charter Academy conducts a 'Kindergarten Round up' every year to help pre-kindergarten students transition to Kindergarten. During Kindergarten Round Up, teachers assess students' Kindergarten readiness. Teachers tour the student and their families around the building to orient

them to their new surroundings and to preview new routines. Informational sessions will be provided by local high schools and magnet programs in the district to provide information to student and parents for choice as students transition to various high schools.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In 2017-2018, Governors Charter Academy is to increase the percentage of students making learning gains in ELA of 4% points, lower quartile ELA gains of 10% points, learning gains in Math of 16% points, and the lower quartile Math gains of 19% points.

- G2.** In 2017-2018, Governors Charter Academy is to increase the percentage of students achieving proficiency in ELA by 2% points, Math by 9% points, Science by 3% points, and Social Studies by 6% points.

- G3.** In 2017-2018, Governors Charter Academy is to improve overall parent satisfaction as measured by our annual survey and achieve at least 90% satisfaction on key survey categories.

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. In 2017-2018, Governors Charter Academy is to increase the percentage of students making learning gains in ELA of 4% points, lower quartile ELA gains of 10% points, learning gains in Math of 16% points, and the lower quartile Math gains of 19% points. 1a

G096160

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	45.0
Math Gains	40.0
Math Lowest 25% Gains	40.0
School Grade - Percentage of Points Earned	41.0

Targeted Barriers to Achieving the Goal 3

- Governors Charter Academy has a young and inexperienced staff; support and guidance needed for those new teachers.
- Governors Charter Academy staff requires training and development on the use of data to differentiate instruction for maximum effectiveness.
- Large numbers of Governors Charter Academy students scored below grade level on FSA in 2016-17.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Resource Teachers will be utilized exclusively to provide support to teachers, as opposed to semi-administrative roles and to perform non-support related tasks.
- An Assistant Principal position has been added to the staff to provide support for administration and the monitoring of instructional programs.

Plan to Monitor Progress Toward G1. 8

TFET (Teacher Evaluation Tool) data will be used to monitor the progress towards the Goal of teacher instructional practice improvement.

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Teachers' instructional practice scores on targeted indicators will indicate that teachers' practice is growing in effectiveness.

Plan to Monitor Progress Toward G1. 8

NWEA, common assessments, and state assessments will show increased student achievement as an indicator of effective instructional practice.

Person Responsible

James Simpson

Schedule

Monthly, from 10/2/2017 to 6/15/2018

Evidence of Completion

Data reviews and records will indicate where student academic growth is appropriate.

G2. In 2017-2018, Governors Charter Academy is to increase the percentage of students achieving proficiency in ELA by 2% points, Math by 9% points, Science by 3% points, and Social Studies by 6% points. 1a

G096161

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	40.0
Statewide Science Assessment Achievement	34.0
School Grade - Percentage of Points Earned	41.0
Civics EOC Pass	45.0

Targeted Barriers to Achieving the Goal 3

- Students below grade level need additional instructional minutes and targeted focus on specific deficiencies.
- Previously, structures were not established to strategically identify and support students with individual and specific needs.
- Governors Charter Academy has a young and inexperienced staff; support and guidance needed for those new teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tutoring budget to provide compensation for teachers to provide afterschool tutoring,
- Two additional positions added as intervention teachers to support struggling students through Rtl process.
- Assistant Principal position was added to assist in the creation of a system of supports.

Plan to Monitor Progress Toward G2. 8

Appropriate staffing records will indicate that sufficient documentation exists for students who require additional services are adequate.

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Appropriate staffing records will provide evidence of sufficient and effective methodology.

G3. In 2017-2018, Governors Charter Academy is to improve overall parent satisfaction as measured by our annual survey and achieve at least 90% satisfaction on key survey categories. **1a**

G096162

Targets Supported **1b**

Indicator	Annual Target
School Climate Survey - Parent	90.0

Targeted Barriers to Achieving the Goal **3**

- Previous lack of structures has created an environment that is not conducive to a safe and orderly educational environment.

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

- Personnel has been added (Assistant Principal) to assist with the monitoring of behaviors and creation of a positive behavioral system.
- Educator's Handbook has been purchased to provide data tracking of discipline incidents for decision making.

Plan to Monitor Progress Toward G3. **8**

Leadership team will review and evaluate discipline Incidents

Person Responsible

James Simpson

Schedule

Monthly, from 9/11/2017 to 6/15/2018

Evidence of Completion

The number of discipline incidents should indicate an improved school environment.

Plan to Monitor Progress Toward G3. **8**

Review and evaluate parent survey data

Person Responsible

James Simpson

Schedule

Semiannually, from 11/6/2017 to 4/27/2018

Evidence of Completion

Parent survey data and Staff survey data should both indicate improved satisfaction with school climate as indicated by "Total Agree".

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. In 2017-2018, Governors Charter Academy is to increase the percentage of students making learning gains in ELA of 4% points, lower quartile ELA gains of 10% points, learning gains in Math of 16% points, and the lower quartile Math gains of 19% points. 1

G096160

G1.B1 Governors Charter Academy has a young and inexperienced staff; support and guidance needed for those new teachers. 2

B258818

G1.B1.S1 Frequent and consistent monitoring of classroom instructional strategies. 4

S274046

Strategy Rationale

Young and inexperienced teachers will require feedback and support throughout the year to grow instructionally.

Action Step 1 5

All instructional staff will receive frequent classroom observations and will receive face to face feedback regarding instructional practice.

Person Responsible

James Simpson

Schedule

Weekly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Observation calendar and TFET (Teacher Evaluation System) records

Action Step 2 5

Teachers will analyze student data and develop action plans to positively affect student achievement data. Each teachers' action plan will be evaluated for effectiveness at subsequent data chats.

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Meeting notes and copies of teacher created action plans

Action Step 3 5

Identify a specific TFET indicators identified for improvement for each instructional staff member. Each teacher will have an action plan for the improvement of indicators that will be supported by CRT's.

Person Responsible

James Simpson

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Coaching Cycle records and CRT support records/ action plans

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

TFET records will be checked and reported out at Leadership Meetings for fidelity

Person Responsible

James Simpson

Schedule

Monthly, from 9/11/2017 to 6/8/2018

Evidence of Completion

TFET records in Performix

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

Leadership Meeting discussions will provide for monitoring of the instructional practice within the building in order to determine individual teacher growth and/or to further identify building professional development needs.

Person Responsible

James Simpson

Schedule

Biweekly, from 8/25/2017 to 6/15/2018

Evidence of Completion

Leadership Team meeting agenda and notes.

G1.B1.S2 All instructional staff will have specific, instructional growth areas, on which, they will receive support and professional development. 4

S274047

Strategy Rationale

Young and inexperienced teachers will required support through the year.

Action Step 1 5

Evaluate all staff to create a baseline of instructional performance.

Person Responsible

James Simpson

Schedule

On 9/15/2017

Evidence of Completion

Leadership team meeting notes.

Action Step 2 5

Determine the specific instructional needs of each teacher for professional growth.

Person Responsible

James Simpson

Schedule

Quarterly, from 9/18/2017 to 6/15/2018

Evidence of Completion

Specific plans of Improvement for 100% of instructional staff. (DPP)

Action Step 3 5

Implement a coaching cycle for teachers with the highest needs of improvement in instructional practice.

Person Responsible

James Simpson

Schedule

Quarterly, from 10/2/2017 to 6/15/2018

Evidence of Completion

Observation records and coaching documentation with CRT's will provide evidence

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

CRT's coaching logs will provide for documentation of support and professional development.

Person Responsible

James Simpson

Schedule

Monthly, from 9/18/2017 to 6/15/2018

Evidence of Completion

CRT's coaching logs will provide evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers' TFET data will demonstrate growth of instructional practice.

Person Responsible

James Simpson

Schedule

Quarterly, from 10/9/2017 to 6/15/2018

Evidence of Completion

Leadership meeting notes and agendas will provide evidence of monitoring.

G1.B1.S3 All staff members will develop and understanding of the student data for his/her classroom so that instruction can be differentiated and purposeful. 4

 S274048

Strategy Rationale

Students will achieve optimal instructional benefit when the instruction is targeted and specific to individual needs.

Action Step 1 5

Teachers will receive PD related to the use of data reports from the balanced system of assessments.

Person Responsible

James Simpson

Schedule

Weekly, from 9/11/2017 to 10/2/2017

Evidence of Completion

PD records and team meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Data chats will include reports from teachers regarding the data that they have utilized for lesson planning and differentiation of instruction.

Person Responsible

James Simpson

Schedule

Biweekly, from 9/18/2017 to 6/15/2018

Evidence of Completion

Teachers will develop action plans based on classroom data to positively affect student achievement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers' follow-up on Action plan from Data Chat will provide evidence of improved student achievement.

Person Responsible

James Simpson

Schedule

Biweekly, from 10/2/2017 to 6/15/2018

Evidence of Completion

Teacher action plans and follow up data reviews will provide evidence of effectiveness.

G1.B1.S4 All teachers will follow the CSUSA curriculum maps for instructional planning and delivery. 4

 S274049

Strategy Rationale

A Guaranteed and Viable curriculum is essential to ensure that students are being taught the appropriate standards.

Action Step 1 5

CRT's (Curriculum Resource Teachers) and APC will monitor teacher lesson plans to ensure teachers are following the CSUSA curriculum maps.

Person Responsible

James Simpson

Schedule

Biweekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Lesson plan monitoring notes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Data chats with teacher teams will include reports of 'progress' along the CSUSA curriculum maps

Person Responsible

James Simpson

Schedule

Biweekly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Data chat notes and lesson plan monitoring documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

CHALK (online lesson planning tool) will provide documentation of lesson planning.

Person Responsible

James Simpson

Schedule

Biweekly, from 9/4/2017 to 6/15/2018

Evidence of Completion

CHALK records will assist with monitoring and provide documentation.

G1.B2 Governors Charter Academy staff requires training and development on the use of data to differentiate instruction for maximum effectiveness. 2

B258819

G1.B2.S1 Data chats and team meetings will occur weekly to provide support for teachers in understanding and utilizing a balanced system of assessments for planning and instructional delivery. 4

S274050

Strategy Rationale

Students will benefit from targeted instruction.

Action Step 1 5

Create a calendar of data chats and team meeting.

Person Responsible

James Simpson

Schedule

Semiannually, from 9/4/2017 to 2/1/2018

Evidence of Completion

Data chat/team meeting notes

Action Step 2 5

Create a calendar of mini-PD topics will be developed as significant data elements are available.

Person Responsible

James Simpson

Schedule

Semiannually, from 9/4/2017 to 2/1/2018

Evidence of Completion

Calendar of mini-PD and meeting notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly meeting take place and documented with agenda and notes.

Person Responsible

James Simpson

Schedule

Biweekly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher reports of data analysis will indicate more thorough understanding of data elements as year progresses.

Person Responsible

James Simpson

Schedule

Monthly, from 10/2/2017 to 6/15/2018

Evidence of Completion

Review of the teacher data presentations

G1.B2.S2 Teachers will, during data chats and team meetings, receive frequent mini-PD related to data analysis, utilizing reports from software products, etc. to develop understanding of the use of data for informed instruction. 4

S274051

Strategy Rationale

Students will benefit from targeted instruction based on data.

Action Step 1 5

Team Meetings and Data Chats will include mini-PD opportunities for teachers, at least monthly.

Person Responsible

James Simpson

Schedule

Monthly, from 9/11/2017 to 6/15/2018

Evidence of Completion

Team meeting and data chat records will provide evidence of mini-PD opportunities for teachers.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Team meeting and Data Chat records will provide evidence of implementation.

Person Responsible

James Simpson

Schedule

Monthly, from 9/11/2017 to 6/15/2018

Evidence of Completion

Team meeting and Data Chat records will provide evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers survey data will be collected quarterly to determine the effectiveness of mini-PD opportunities.

Person Responsible

James Simpson

Schedule

Quarterly, from 9/18/2017 to 6/15/2018

Evidence of Completion

Survey data will provide evidence that monitoring of effectiveness has occurred.

G1.B3 Large numbers of Governors Charter Academy students scored below grade level on FSA in 2016-17. **2**

 B258820

G1.B3.S1 Provide 1.5 hours of after school tutoring opportunities from two to four days a week to students who have shown need for additional instruction on grade level standards. [copy] **4**

 S274052

Strategy Rationale

Students would benefit from additional instruction on grade level standards.

Action Step 1 **5**

Identify students who would benefit from additional instruction.

Person Responsible

James Simpson

Schedule

On 8/25/2017

Evidence of Completion

List of identified students who were invited to tutoring,.

Action Step 2 **5**

Identify staff to provide instruction for students invited to the tutoring program.

Person Responsible

James Simpson

Schedule

On 8/25/2017

Evidence of Completion

Payroll records will provide evidence of instructional staff procurement.

Action Step 3 5

Provide opportunities for the additional instruction through tutoring.

Person Responsible

James Simpson

Schedule

Weekly, from 8/29/2017 to 4/30/2018

Evidence of Completion

Attendance records

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Implement administrative walk-throughs of the tutoring program to provide a system of monitoring.

Person Responsible

James Simpson

Schedule

Weekly, from 8/29/2017 to 4/30/2018

Evidence of Completion

Records of observations, walk-throughs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Utilization of Pre-tests and Post-test data will be used to monitor the effectiveness of the tutoring program.

Person Responsible

James Simpson

Schedule

Biweekly, from 9/4/2017 to 4/30/2018

Evidence of Completion

Pre and post tests will provide for evidence of effectiveness of the tutoring program.

G2. In 2017-2018, Governors Charter Academy is to increase the percentage of students achieving proficiency in ELA by 2% points, Math by 9% points, Science by 3% points, and Social Studies by 6% points. **1**

 G096161

G2.B2 Previously, structures were not established to strategically identify and support students with individual and specific needs. **2**

 B258822

G2.B2.S1 Students who score below the 20th percentile on the Fall administration of NWEA will be screened for intervention. A team will determine the needs of each individual student and that plan with specific intervention will be implemented. **4**

 S274054

Strategy Rationale

Students will benefit from a strategic levels of support.

Action Step 1 **5**

Determine all students who fall at or below the 20th percentile on Fall NWEA.

Person Responsible

James Simpson

Schedule

On 9/8/2017

Evidence of Completion

A list of students will be generated for review and potential intervention scheduling.

Action Step 2 **5**

Create an intervention schedule, based on individual needs of students, that facilitates support for identified students.

Person Responsible

James Simpson

Schedule

On 9/8/2017

Evidence of Completion

Schedule of intervention groups

G2.B2.S2 Students who are identified as requiring intervention will receive consistent intervention with specific progress monitoring data collected and reviewed for effectiveness. The progress monitoring data will be maintained within Easy CBM for all students within the formal RTI program. 4

S274055

Strategy Rationale

Progress Monitoring data will assist in determining the effectiveness of specific interventions and decisions for student support.

Action Step 1 5

Progress monitoring data will be collected and maintained on all students receiving intervention.

Person Responsible

James Simpson

Schedule

Weekly, from 9/4/2017 to 6/8/2018

Evidence of Completion

Cum folders and intervention teacher logs

Action Step 2 5

Data chats will occur to monitor and review progress monitoring data for intervention.

Person Responsible

James Simpson

Schedule

Biweekly, from 9/4/2017 to 6/8/2018

Evidence of Completion

Data chat records will provide evidence.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

That Assistant Principal will monitor the progress monitoring data monthly to evaluate the fidelity of the progress monitoring data collection and intervention consistency.

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Easy CBM data will be up to date upon review by AP.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Appropriate data will be evidenced, as necessary, for program decisions for individual students.

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Minutes from Student Support meetings.

G2.B2.S3 The Assistant Principal will monitor the RTI program and ensure that all students are receiving the appropriate level of support that is consistent and appropriately progress monitored. 4

S274056

Strategy Rationale

One owner of the program processes will ensure consistency.

Action Step 1 5

AP will provide updates regarding RTI processes to Leadership Team meetings. [copy]

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Leadership team notes.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Leadership Team agenda will always include discussions about RTI process.

Person Responsible

James Simpson

Schedule

Weekly, from 8/14/2017 to 6/15/2018

Evidence of Completion

Leadership team agenda/minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Leadership Team agenda will always include discussions about RTI process.

Person Responsible

James Simpson

Schedule

Weekly, from 8/14/2017 to 6/15/2018

Evidence of Completion

Leadership team agenda/minutes

G2.B2.S4 RTI student progress and folders will be evaluated quarterly to provide for monitoring of program processes and procedures. 4

S274057

Strategy Rationale

It is imperative that the RTI program is consistently monitored for compliance.

Action Step 1 5

All RTI folders will be reviewed for completeness [copy]

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Review notes

Action Step 2 5

AP will review EasyCBM data for completeness [copy]

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 6/8/2018

Evidence of Completion

Review and presentation to Leadership Team

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

AP will report to Leadership Team the results / progress of MTSS meetings with District staffing personnel to provide feedback with the completeness of RTI documentation.

Person Responsible

James Simpson

Schedule

Monthly, from 10/2/2017 to 6/15/2018

Evidence of Completion

Appropriate staffing documentation is presented so that students who would benefit from ESE services placement are successfully placed.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Admin team meeting agendas will include progress updates of RTI process.

Person Responsible

James Simpson

Schedule

Quarterly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Agendas/minutes from meetings and RTI folders

G2.B3 Governors Charter Academy has a young and inexperienced staff; support and guidance needed for those new teachers **2**

 B258823

G2.B3.S1 All teachers will teach towards mastery of standards and provide students with multiple opportunities to demonstrate mastery. **4**

 S274058

Strategy Rationale

All students can master standards, but all students may not master standards at the same time. Students should receive additional instruction when mastery is not demonstrated so that mastery can be obtained.

Action Step 1 **5**

Teachers will utilize PowerSchool standards mastery reports to determine which students need additional instruction to demonstrate mastery of state standards.

Person Responsible

James Simpson

Schedule

Biweekly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Data chat discussions will review standards mastery reports.

Action Step 2 **5**

Teachers will provide additional opportunities for students, who fail to demonstrate mastery, to receive additional instruction and subsequently demonstrate mastery.

Person Responsible

James Simpson

Schedule

Weekly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Teacher grade books records will indicate additional opportunities for standards mastery via comments feature.

G2.B3.S2 All teachers will implement a grading philosophy which documents mastery towards standards. 4

 S274059

Strategy Rationale

Student grades should reflect mastery of standards and not be inflated/deflated by non-academic factors.

Action Step 1 5

Teachers will set up gradebook so that mastery grades are separated from practice grades for reporting purposes.

Person Responsible

James Simpson

Schedule

Biweekly, from 9/11/2017 to 6/15/2018

Evidence of Completion

Gradebook reviews during data chats.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Teacher gradebooks will be reviewed by CRT's and administration to ensure proper set up of mastery and practice grades.

Person Responsible

James Simpson

Schedule

Monthly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Data chat agendas and notes will provide evidence of gradebook monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Grades reported on Report Cards will accurately reflect student demonstration of mastery of standards.

Person Responsible

James Simpson

Schedule

Quarterly, from 10/16/2017 to 6/15/2018

Evidence of Completion

Report card grades will consistently correlate with FSA Achievement Levels.

G2.B3.S3 All teachers will use Unify/Performance Matters to administer Benchmark Mastery assessments after each standard is taught. 4

 S274060

Strategy Rationale

Assessment results will give the ability to track students' mastery of standards, in addition to the grade book.

Action Step 1 5

Administering weekly/bi-weekly benchmark mastery tests to track students' mastery of standards.

Person Responsible

James Simpson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Bi-weekly data chats/team meeting agendas will always include this is a discussion point (notes from team meetings)

G2.B3.S4 Teachers will use the PowerSchool standards mastery reporting feature to determine the level of standards mastery for all students. 4

S274061

Strategy Rationale

Students will benefit from multiple opportunities to demonstrate mastery on standards.

Action Step 1 5

All teachers will receive PD regarding the use of the Standards Reporting feature of PowerSchool.

Person Responsible

James Simpson

Schedule

On 9/29/2017

Evidence of Completion

Calendar of PD will document the training opportunity for teachers.

Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

Standards report of Mastery will be monitored through Data Chats and Team meetings.

Person Responsible

James Simpson

Schedule

Monthly, from 9/25/2017 to 6/15/2018

Evidence of Completion

Team Meeting and Data Chat notes and agendas will provide evidence of monitoring of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

100% of the teachers will pull and use Standards Mastery report for instructional planning purposes.

Person Responsible

James Simpson

Schedule

Monthly, from 10/9/2017 to 6/15/2018

Evidence of Completion

Team meeting and data chat records will provide evidence that teachers are using standards mastery reports for instructional planning.

G3. In 2017-2018, Governors Charter Academy is to improve overall parent satisfaction as measured by our annual survey and achieve at least 90% satisfaction on key survey categories. 1

G096162

G3.B1 Previous lack of structures has created an environment that is not conducive to a safe and orderly educational environment. 2

B258824

G3.B1.S1 Additional administrative personnel for support in discipline. An assistant principal has been added to staff. This will facilitate the Dean having focused attention on student behavior programs. 4

S274062

Strategy Rationale

Leadership positions were required to provide the essential monitoring of student behaviors and to create positive structures.

Action Step 1 5

Hire Assistant Principal to assist with monitoring of culture and academic programs.

Person Responsible

James Simpson

Schedule

Evidence of Completion

Position staffed

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

Review the personnel records to determine that additional personnel has been secured.

Person Responsible

James Simpson

Schedule

On 8/14/2017

Evidence of Completion

Records

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

Hire and Assistant Principal to provide additional support to school.

Person Responsible

James Simpson

Schedule

On 8/14/2017

Evidence of Completion

Person on staff and performing duties.

G3.B1.S2 Implement, with fidelity, the Leader In Me program to develop a culture of student leadership and responsibility. 4

 S274063

Strategy Rationale

A positive behavioral program and leadership development will reinforce the culture of respect and responsibility.

Action Step 1 5

Teacher Training for Leader in Me

Person Responsible

James Simpson

Schedule

Quarterly, from 8/9/2017 to 6/15/2018

Evidence of Completion

Professional Development record

Action Step 2 5

Lighthouse Committee will monitor the fidelity of the program make determinations for program enhancement.

Person Responsible

James Simpson

Schedule

Monthly, from 8/7/2017 to 6/15/2018

Evidence of Completion

Minutes of Lighthouse meetings and action plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

All elements of the Leader In Me program will be monitored throughout the school year by the Lighthouse committee.

Person Responsible

James Simpson

Schedule

Monthly, from 8/9/2017 to 6/8/2018

Evidence of Completion

Committee minutes and agendas.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Parent and teacher survey data will reflect that the school culture has improved as a result of the Leader In Me program.

Person Responsible

James Simpson

Schedule

Semiannually, from 9/4/2017 to 6/15/2018

Evidence of Completion

CSUSA Fall and Spring Survey data.

G3.B1.S3 Create a set of school rules / procedures for transitions, hall passes, classroom procedures, cafeteria procedures before and after school, school-wide expectations. 4

S274064

Strategy Rationale

Clear and specific expectations will provide for a structure which will positively affect the school educational environment.

Action Step 1 5

Classrooms and hallways will have posted expectations.

Person Responsible

James Simpson

Schedule

Daily, from 8/14/2017 to 6/15/2018

Evidence of Completion

Posted expectations

Action Step 2 5

School-wide expectations for transition will be in place and monitored throughout the school year.

Person Responsible

James Simpson

Schedule

Daily, from 8/14/2017 to 6/15/2018

Evidence of Completion

Observation of hallway transitions will reflect consistency in the transition process throughout the building.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Leadership team building walk-throughs will provide monitoring of the establishment of consistent classroom and school-wide expectations.

Person Responsible

James Simpson

Schedule

Weekly, from 8/14/2017 to 6/14/2018

Evidence of Completion

Leadership team notes will reflect monitoring activities.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Leadership Team will determine the need for reinforcement of expectations when observation records indicate necessity.

Person Responsible

James Simpson

Schedule

Weekly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Team meeting notes and agendas.

G3.B1.S4 Establish a culture of success throughout the building with celebrations of teacher and student growth and success.. 4

S274065

Strategy Rationale

An environment of positive recognition will provide for a positive learning environment.

Action Step 1 5

Teacher recognition program will be placed into effect with monthly celebrations.

Person Responsible

James Simpson

Schedule

Monthly, from 9/6/2017 to 6/14/2018

Evidence of Completion

Records of teacher recognitions

Action Step 2 5

Specific plan of student recognition will be developed and implemented for quarterly recognition of students progress towards standards mastery and instructional software usage and growth.

Person Responsible

James Simpson

Schedule

Quarterly, from 10/11/2017 to 6/15/2018

Evidence of Completion

Documentation of student recognitions

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Records of teacher and student recognition will indicate implementation.

Person Responsible

James Simpson

Schedule

Monthly, from 10/2/2017 to 6/15/2018

Evidence of Completion

Records of recognitions

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Parent and Teacher survey data will indicate improved school culture

Person Responsible

James Simpson

Schedule

Semiannually, from 11/1/2017 to 6/15/2018

Evidence of Completion

CSUSA Parent and Teacher survey data

G3.B1.S5 Administration presence throughout the building will provide consistency and monitoring on the Student Code of Conduct.. 4

 S274066

Strategy Rationale

Students will benefit from an environment with clear and explicit expectations.

Action Step 1 5

Administration staff will be present in lunchroom during lunch and throughout the building during transitions to provide for monitoring and reinforcement of expectations.

Person Responsible

James Simpson

Schedule

Daily, from 8/14/2017 to 6/15/2018

Evidence of Completion

Visibility throughout the building

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Observation of administrative presence

Person Responsible

James Simpson

Schedule

Daily, from 8/14/2017 to 6/15/2018

Evidence of Completion

Visibility through the building

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Parent and teacher survey data will indicate improved school culture.as indicated by the percentage of strongly agree selection.

Person Responsible

James Simpson

Schedule

Semiannually, from 11/1/2017 to 6/15/2018

Evidence of Completion

CSUSA parent and teacher survey data will provide evidence of improved school culture.

G3.B1.S6 A software system, Educators Handbook, will be implemented to provide for clear student discipline data that can facilitate the monitoring of behavioral incidents and problem solving for improvement. 4

 S274067

Strategy Rationale

Data will provide for strategic implementation of resources to improve school culture.

Action Step 1 5

Student discipline incident data collected in Educators Handbook will be used to create action plans to address trends in student behaviors that would benefit from action.

Person Responsible

James Simpson

Schedule

Weekly, from 8/14/2017 to 6/15/2018

Evidence of Completion

Leadership team meeting notes and agendas / action plans

Plan to Monitor Fidelity of Implementation of G3.B1.S6 6

Weekly reports to the Leadership Team

Person Responsible

James Simpson

Schedule

Weekly, from 8/21/2017 to 6/15/2018

Evidence of Completion

Meeting agenda and notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S6 7

Student discipline incident records will indicate that action plans for improvement are effective

Person Responsible

James Simpson

Schedule

Weekly, from 9/4/2017 to 6/15/2018

Evidence of Completion

Leadership team notes and agenda

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S1.A1 A367916	Hire Assistant Principal to assist with monitoring of culture and academic programs.	Simpson, James	7/1/2017	Position staffed	No End Date one-time
G3.B1.S1.MA1 M395112	Hire and Assistant Principal to provide additional support to school.	Simpson, James	8/14/2017	Person on staff and performing duties.	8/14/2017 one-time
G3.B1.S1.MA1 M395113	Review the personnel records to determine that additional personnel has been secured.	Simpson, James	8/14/2017	Records	8/14/2017 one-time
G1.B3.S1.A1 A367901	Identify students who would benefit from additional instruction.	Simpson, James	8/14/2017	List of identified students who were invited to tutoring..	8/25/2017 one-time
G1.B3.S1.A2 A367902	Identify staff to provide instruction for students invited to the tutoring program.	Simpson, James	8/14/2017	Payroll records will provide evidence of instructional staff procurement.	8/25/2017 one-time
G2.B2.S1.A1 A367904	Determine all students who fall at or below the 20th percentile on Fall NWEA.	Simpson, James	9/4/2017	A list of students will be generated for review and potential intervention scheduling.	9/8/2017 one-time
G2.B2.S1.A2 A367905	Create an intervention schedule, based on individual needs of students, that facilitates support...	Simpson, James	9/4/2017	Schedule of intervention groups	9/8/2017 one-time
G1.B1.S2.A1 A367893	Evaluate all staff to create a baseline of instructional performance.	Simpson, James	9/4/2017	Leadership team meeting notes.	9/15/2017 one-time
G2.B3.S4.A1 A367915	All teachers will receive PD regarding the use of the Standards Reporting feature of PowerSchool.	Simpson, James	9/18/2017	Calendar of PD will document the training opportunity for teachers.	9/29/2017 one-time
G1.B1.S3.A1 A367896	Teachers will receive PD related to the use of data reports from the balanced system of assessments.	Simpson, James	9/11/2017	PD records and team meeting agendas	10/2/2017 weekly
G1.B2.S1.A1 A367898	Create a calendar of data chats and team meeting.	Simpson, James	9/4/2017	Data chat/team meeting notes	2/1/2018 semiannually
G1.B2.S1.A2 A367899	Create a calendar of mini-PD topics will be developed as significant data elements are available.	Simpson, James	9/4/2017	Calendar of mini-PD and meeting notes	2/1/2018 semiannually
G3.MA2 M395125	Review and evaluate parent survey data	Simpson, James	11/6/2017	Parent survey data and Staff survey data should both indicate improved satisfaction with school climate as indicated by "Total Agree".	4/27/2018 semiannually
G1.B3.S1.MA1 M395097	Utilization of Pre-tests and Post-test data will be used to monitor the effectiveness of the...	Simpson, James	9/4/2017	Pre and post tests will provide for evidence of effectiveness of the tutoring program.	4/30/2018 biweekly
G1.B3.S1.MA1 M395098	Implement administrative walk-throughs of the tutoring program to provide a system of monitoring.	Simpson, James	8/29/2017	Records of observations, walk-throughs.	4/30/2018 weekly
G1.B3.S1.A3 A367903	Provide opportunities for the additional instruction through tutoring.	Simpson, James	8/29/2017	Attendance records	4/30/2018 weekly
G1.B1.S1.A2 A367891	Teachers will analyze student data and develop action plans to positively affect student...	Simpson, James	9/4/2017	Meeting notes and copies of teacher created action plans	5/25/2018 monthly
G1.B1.S1.A3 A367892	Identify a specific TFET indicators identified for improvement for each instructional staff...	Simpson, James	9/11/2017	Coaching Cycle records and CRT support records/ action plans	5/25/2018 monthly
G2.B3.S3.A1 A367914	Administering weekly/bi-weekly benchmark mastery tests to track students' mastery of standards.	Simpson, James	8/14/2017	Bi-weekly data chats/team meeting agendas will always include this is a discussion point (notes from team meetings)	5/31/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M395086	TFET records will be checked and reported out at Leadership Meetings for fidelity	Simpson, James	9/11/2017	TFET records in Performix	6/8/2018 monthly
G1.B1.S1.A1 A367890	All instructional staff will receive frequent classroom observations and will receive face to face...	Simpson, James	8/14/2017	Observation calendar and TFET (Teacher Evaluation System) records	6/8/2018 weekly
G2.B2.S2.A1 A367906	Progress monitoring data will be collected and maintained on all students receiving intervention.	Simpson, James	9/4/2017	Cum folders and intervention teacher logs	6/8/2018 weekly
G2.B2.S2.A2 A367907	Data chats will occur to monitor and review progress monitoring data for intervention.	Simpson, James	9/4/2017	Data chat records will provide evidence.	6/8/2018 biweekly
G3.B1.S2.MA1 M395115	All elements of the Leader In Me program will be monitored throughout the school year by the...	Simpson, James	8/9/2017	Committee minutes and agendas.	6/8/2018 monthly
G1.B1.S4.A1 A367897	CRT's (Curriculum Resource Teachers) and APC will monitor teacher lesson plans to ensure teachers...	Simpson, James	8/21/2017	Lesson plan monitoring notes	6/8/2018 biweekly
G2.B2.S4.MA1 M395105	Admin team meeting agendas will include progress updates of RTI process.	Simpson, James	8/14/2017	Agendas/minutes from meetings and RTI folders	6/8/2018 quarterly
G2.B2.S4.A2 A367910	AP will review EasyCBM data for completeness [copy]	Simpson, James	9/4/2017	Review and presentation to Leadership Team	6/8/2018 monthly
G3.B1.S3.MA1 M395117	Leadership team building walk-throughs will provide monitoring of the establishment of consistent...	Simpson, James	8/14/2017	Leadership team notes will reflect monitoring activities.	6/14/2018 weekly
G3.B1.S4.A1 A367921	Teacher recognition program will be placed into effect with monthly celebrations.	Simpson, James	9/6/2017	Records of teacher recognitions	6/14/2018 monthly
G1.MA1 M395099	TFET (Teacher Evaluation Tool) data will be used to monitor the progress towards the Goal of...	Simpson, James	9/4/2017	Teachers' instructional practice scores on targeted indicators will indicate that teachers' practice is growing in effectiveness.	6/15/2018 monthly
G1.MA2 M395100	NWEA, common assessments, and state assessments will show increased student achievement as an...	Simpson, James	10/2/2017	Data reviews and records will indicate where student academic growth is appropriate.	6/15/2018 monthly
G2.MA1 M395111	Appropriate staffing records will indicate that sufficient documentation exists for students who...	Simpson, James	9/4/2017	Appropriate staffing records will provide evidence of sufficient and effective methodology.	6/15/2018 monthly
G3.MA1 M395124	Leadership team will review and evaluate discipline incidents	Simpson, James	9/11/2017	The number of discipline incidents should indicate an improved school environment.	6/15/2018 monthly
G1.B1.S1.MA1 M395085	Leadership Meeting discussions will provide for monitoring of the instructional practice within the...	Simpson, James	8/25/2017	Leadership Team meeting agenda and notes.	6/15/2018 biweekly
G1.B2.S1.MA1 M395093	Teacher reports of data analysis will indicate more thorough understanding of data elements as year...	Simpson, James	10/2/2017	Review of the teacher data presentations	6/15/2018 monthly
G1.B2.S1.MA1 M395094	Weekly meeting take place and documented with agenda and notes.	Simpson, James	9/4/2017	Meeting notes	6/15/2018 biweekly
G2.B3.S1.A1 A367911	Teachers will utilize PowerSchool standards mastery reports to determine which students need...	Simpson, James	9/4/2017	Data chat discussions will review standards mastery reports.	6/15/2018 biweekly
G2.B3.S1.A2 A367912	Teachers will provide additional opportunities for students, who fail to demonstrate mastery, to...	Simpson, James	9/4/2017	Teacher grade books records will indicate additional opportunities for standards mastery via comments feature.	6/15/2018 weekly
G1.B1.S2.MA1 M395087	Teachers' TFET data will demonstrate growth of instructional practice.	Simpson, James	10/9/2017	Leadership meeting notes and agendas will provide evidence of monitoring.	6/15/2018 quarterly

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G1.B1.S2.MA1 M395088	CRT's coaching logs will provide for documentation of support and professional development.	Simpson, James	9/18/2017	CRT's coaching logs will provide evidence.	6/15/2018 monthly
G1.B1.S2.A2 A367894	Determine the specific instructional needs of each teacher for professional growth.	Simpson, James	9/18/2017	Specific plans of Improvement for 100% of instructional staff. (DPP)	6/15/2018 quarterly
G1.B1.S2.A3 A367895	Implement a coaching cycle for teachers with the highest needs of improvement in instructional...	Simpson, James	10/2/2017	Observation records and coaching documentation with CRT's will provide evidence	6/15/2018 quarterly
G1.B2.S2.MA1 M395095	Teachers survey data will be collected quarterly to determine the effectiveness of mini-PD...	Simpson, James	9/18/2017	Survey data will provide evidence that monitoring of effectiveness has occurred.	6/15/2018 quarterly
G1.B2.S2.MA1 M395096	Team meeting and Data Chat records will provide evidence of implementation.	Simpson, James	9/11/2017	Team meeting and Data Chat records will provide evidence of implementation.	6/15/2018 monthly
G1.B2.S2.A1 A367900	Team Meetings and Data Chats will include mini-PD opportunities for teachers, at least monthly.	Simpson, James	9/11/2017	Team meeting and data chat records will provide evidence of mini-PD opportunities for teachers.	6/15/2018 monthly
G2.B2.S2.MA1 M395101	Appropriate data will be evidenced, as necessary, for program decisions for individual students.	Simpson, James	9/4/2017	Minutes from Student Support meetings.	6/15/2018 monthly
G2.B2.S2.MA1 M395102	That Assistant Principal will monitor the progress monitoring data monthly to evaluate the fidelity...	Simpson, James	9/4/2017	Easy CBM data will be up to date upon review by AP.	6/15/2018 monthly
G2.B3.S2.MA1 M395107	Grades reported on Report Cards will accurately reflect student demonstration of mastery of...	Simpson, James	10/16/2017	Report card grades will consistently correlate with FSA Achievement Levels.	6/15/2018 quarterly
G2.B3.S2.MA1 M395108	Teacher gradebooks will be reviewed by CRT's and administration to ensure proper set up of mastery...	Simpson, James	9/4/2017	Data chat agendas and notes will provide evidence of gradebook monitoring.	6/15/2018 monthly
G2.B3.S2.A1 A367913	Teachers will set up gradebook so that mastery grades are separated from practice grades for...	Simpson, James	9/11/2017	Gradebook reviews during data chats.	6/15/2018 biweekly
G3.B1.S2.MA1 M395114	Parent and teacher survey data will reflect that the school culture has improved as a result of the...	Simpson, James	9/4/2017	CSUSA Fall and Spring Survey data.	6/15/2018 semiannually
G3.B1.S2.A1 A367917	Teacher Training for Leader in Me	Simpson, James	8/9/2017	Professional Development record	6/15/2018 quarterly
G3.B1.S2.A2 A367918	Lighthouse Committee will monitor the fidelity of the program make determinations for program...	Simpson, James	8/7/2017	Minutes of Lighthouse meetings and action plans	6/15/2018 monthly
G1.B1.S3.MA1 M395089	Teachers' follow-up on Action plan from Data Chat will provide evidence of improved student...	Simpson, James	10/2/2017	Teacher action plans and follow up data reviews will provide evidence of effectiveness.	6/15/2018 biweekly
G1.B1.S3.MA1 M395090	Data chats will include reports from teachers regarding the data that they have utilized for lesson...	Simpson, James	9/18/2017	Teachers will develop action plans based on classroom data to positively affect student achievement.	6/15/2018 biweekly
G2.B2.S3.MA1 M395103	Leadership Team agenda will always include discussions about RTI process.	Simpson, James	8/14/2017	Leadership team agenda/minutes	6/15/2018 weekly
G2.B2.S3.MA1 M395104	Leadership Team agenda will always include discussions about RTI process.	Simpson, James	8/14/2017	Leadership team agenda/minutes	6/15/2018 weekly
G2.B2.S3.A1 A367908	AP will provide updates regarding RTI processes to Leadership Team meetings. [copy]	Simpson, James	9/4/2017	Leadership team notes.	6/15/2018 monthly
G3.B1.S3.MA1 M395116	Leadership Team will determine the need for reinforcement of expectations when observation records...	Simpson, James	9/4/2017	Team meeting notes and agendas.	6/15/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.A1 A367919	Classrooms and hallways will have posted expectations.	Simpson, James	8/14/2017	Posted expectations	6/15/2018 daily
G3.B1.S3.A2 A367920	School-wide expectations for transition will be in place and monitored throughout the school year.	Simpson, James	8/14/2017	Observation of hallway transitions will reflect consistency in the transition process throughout the building.	6/15/2018 daily
G1.B1.S4.MA1 M395091	CHALK (online lesson planning tool) will provide documentation of lesson planning.	Simpson, James	9/4/2017	CHALK records will assist with monitoring and provide documentation.	6/15/2018 biweekly
G1.B1.S4.MA1 M395092	Data chats with teacher teams will include reports of 'progress' along the CSUSA curriculum maps	Simpson, James	9/4/2017	Data chat notes and lesson plan monitoring documentation	6/15/2018 biweekly
G2.B2.S4.MA1 M395106	AP will report to Leadership Team the results / progress of MTSS meetings with District staffing...	Simpson, James	10/2/2017	Appropriate staffing documentation is presented so that students who would benefit from ESE services placement are successfully placed.	6/15/2018 monthly
G2.B2.S4.A1 A367909	All RTI folders will be reviewed for completeness [copy]	Simpson, James	9/4/2017	Review notes	6/15/2018 monthly
G2.B3.S4.MA1 M395109	100% of the teachers will pull and use Standards Mastery report for instructional planning purposes.	Simpson, James	10/9/2017	Team meeting and data chat records will provide evidence that teachers are using standards mastery reports for instructional planning.	6/15/2018 monthly
G2.B3.S4.MA1 M395110	Standards report of Mastery will be monitored through Data Chats and Team meetings.	Simpson, James	9/25/2017	Team Meeting and Data Chat notes and agendas will provide evidence of monitoring of implementation.	6/15/2018 monthly
G3.B1.S4.MA1 M395118	Parent and Teacher survey data will indicate improved school culture	Simpson, James	11/1/2017	CSUSA Parent and Teacher survey data	6/15/2018 semiannually
G3.B1.S4.MA1 M395119	Records of teacher and student recognition will indicate implementation.	Simpson, James	10/2/2017	Records of recognitions	6/15/2018 monthly
G3.B1.S4.A2 A367922	Specific plan of student recognition will be developed and implemented for quarterly recognition of...	Simpson, James	10/11/2017	Documentation of student recognitions	6/15/2018 quarterly
G3.B1.S5.MA1 M395120	Parent and teacher survey data will indicate improved school culture.as indicated by the percentage...	Simpson, James	11/1/2017	CSUSA parent and teacher survey data will provide evidence of improved school culture.	6/15/2018 semiannually
G3.B1.S5.MA1 M395121	Observation of administrative presence	Simpson, James	8/14/2017	Visibility through the building	6/15/2018 daily
G3.B1.S5.A1 A367923	Administration staff will be present in lunchroom during lunch and throughout the building during...	Simpson, James	8/14/2017	Visibility throughout the building	6/15/2018 daily
G3.B1.S6.MA1 M395122	Student discipline incident records will indicate that action plans for improvement are effective	Simpson, James	9/4/2017	Leadership team notes and agenda	6/15/2018 weekly
G3.B1.S6.MA1 M395123	Weekly reports to the Leadership Team	Simpson, James	8/21/2017	Meeting agenda and notes	6/15/2018 weekly
G3.B1.S6.A1 A367924	Student discipline incident data collected in Educators Handbook will be used to create action...	Simpson, James	8/14/2017	Leadership team meeting notes and agendas / action plans	6/15/2018 weekly

V. Professional Development Opportunities

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

G1. In 2017-2018, Governors Charter Academy is to increase the percentage of students making learning gains in ELA of 4% points, lower quartile ELA gains of 10% points, learning gains in Math of 16% points, and the lower quartile Math gains of 19% points.

G1.B1 Governors Charter Academy has a young and inexperienced staff; support and guidance needed for those new teachers.

G1.B1.S2 All instructional staff will have specific, instructional growth areas, on which, they will receive support and professional development.

PD Opportunity 1

Determine the specific instructional needs of each teacher for professional growth.

Facilitator

CRT's and administration

Participants

Teachers

Schedule

Quarterly, from 9/18/2017 to 6/15/2018

PD Opportunity 2

Implement a coaching cycle for teachers with the highest needs of improvement in instructional practice.

Facilitator

CRT's

Participants

Highest need teachers

Schedule

Quarterly, from 10/2/2017 to 6/15/2018

G1.B1.S3 All staff members will develop and understanding of the student data for his/her classroom so that instruction can be differentiated and purposeful.

PD Opportunity 1

Teachers will receive PD related to the use of data reports from the balanced system of assessments.

Facilitator

CRT's and CS's

Participants

Teachers

Schedule

Weekly, from 9/11/2017 to 10/2/2017

G1.B2 Governors Charter Academy staff requires training and development on the use of data to differentiate instruction for maximum effectiveness.

G1.B2.S2 Teachers will, during data chats and team meetings, receive frequent mini-PD related to data analysis, utilizing reports from software products, etc. to develop understanding of the use of data for informed instruction.

PD Opportunity 1

Team Meetings and Data Chats will include mini-PD opportunities for teachers, at least monthly.

Facilitator

Administration, CRT's and CS's

Participants

Teachers

Schedule

Monthly, from 9/11/2017 to 6/15/2018

G2. In 2017-2018, Governors Charter Academy is to increase the percentage of students achieving proficiency in ELA by 2% points, Math by 9% points, Science by 3% points, and Social Studies by 6% points.

G2.B3 Governors Charter Academy has a young and inexperienced staff; support and guidance needed for those new teachers

G2.B3.S1 All teachers will teach towards mastery of standards and provide students with multiple opportunities to demonstrate mastery.

PD Opportunity 1

Teachers will utilize PowerSchool standards mastery reports to determine which students need additional instruction to demonstrate mastery of state standards.

Facilitator

Curriculum Specialists and CRT's

Participants

Teachers

Schedule

Biweekly, from 9/4/2017 to 6/15/2018

PD Opportunity 2

Teachers will provide additional opportunities for students, who fail to demonstrate mastery, to receive additional instruction and subsequently demonstrate mastery.

Facilitator

Curriculum Specialists and CRT's

Participants

Teachers

Schedule

Weekly, from 9/4/2017 to 6/15/2018

G2.B3.S2 All teachers will implement a grading philosophy which documents mastery towards standards.

PD Opportunity 1

Teachers will set up gradebook so that mastery grades are separated from practice grades for reporting purposes.

Facilitator

CRT's and CS's

Participants

Teachers

Schedule

Biweekly, from 9/11/2017 to 6/15/2018

G2.B3.S3 All teachers will use Unify/Performance Matters to administer Benchmark Mastery assessments after each standard is taught.

PD Opportunity 1

Administering weekly/bi-weekly benchmark mastery tests to track students' mastery of standards.

Facilitator

James Simpson

Participants

Classroom teachers

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

G2.B3.S4 Teachers will use the PowerSchool standards mastery reporting feature to determine the level of standards mastery for all students.

PD Opportunity 1

All teachers will receive PD regarding the use of the Standards Reporting feature of PowerSchool.

Facilitator

CSUSA CS and CRT staff

Participants

Teachers

Schedule

On 9/29/2017

G3. In 2017-2018, Governors Charter Academy is to improve overall parent satisfaction as measured by our annual survey and achieve at least 90% satisfaction on key survey categories.

G3.B1 Previous lack of structures has created an environment that is not conducive to a safe and orderly educational environment.

G3.B1.S2 Implement, with fidelity, the Leader In Me program to develop a culture of student leadership and responsibility.

PD Opportunity 1

Teacher Training for Leader in Me

Facilitator

Leader In Me personnel

Participants

Teachers

Schedule

Quarterly, from 8/9/2017 to 6/15/2018

VI. Technical Assistance Items

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