

St. Johns County School District

First Coast Technical College



2017-18 Schoolwide Improvement Plan

First Coast Technical College

2980 COLLINS AVE, St Augustine, FL 32084

www.fctc.edu

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) |
|--|------------------------|---|
| High School PK, 9-Adult | No | 0% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Career and Technical Education | No | 53% |

School Grades History

Year
Grade

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 First Coast Technical College

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of First Coast Technical College is to provide career, technical and adult education to meet the changing needs of students, businesses, and the regional workforce.

b. Provide the school's vision statement.

The vision of First Coast Technical College is empower students to acquire career ready skills to become an confident contributor to the regional economy.

2. School Environment

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

Once a student decides to attend FCTC, they meet with a student advisor, financial aid and registration. The receive their schedule, go to the bookstore to get needed books, uniforms and supplies. Once they report to class, they generally remain with the same teacher throughout their program.

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

All students are treated with kindness and respect. We have made improvements in lighting, security, access and availability of resources. We have created a culture of support and encouragement. All student concerns are addressed in a timely fashion.

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.

Students protocols for discipline are initially addressed by the teacher first. If there is no improvement, then they are referred to the student advisor. If the situation is still not resolved, then an administrator will address the situation to come to a proper resolution.

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.

Student advisors are available to work with students and coordinate support services as necessary.

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

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.

Each of our programs have a steering committee who is comprised of industry partners who provide input to the program on curriculum, current trends and employment for students who graduate and some provide internships. Since our students are primarily adults, we do not engage parents regularly. We focus more on business engagement to connect with supports, employers, community agencies, etc.

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 |
|---------------------|---------------------|
| Force, Chris | Principal |
| Gary-Donovan, Donna | Assistant Principal |
| Dennison, Arleen | Other |
| Flahive, Patrick | Other |
| Harper, Charles | Other |
| Napier, Elizabeth | Other |
| Simpkins, David | Other |
| Soncrant, Donna | Other |
| Williams, Sue | Other |

b. Duties

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

We collaborated and developed a strategic plan to improve teaching and learning. The administrative and leadership teams meet weekly to discuss strategies, solve problems and support students, teachers and staff.

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.

We meet weekly as an administrative team and we have a larger leadership committee where we discuss strategies, problems, solutions, etc. We have many options for local, state and federal support for our students who qualify. We have a foundation who supports our students and school.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Michael Trezza | Student |
| Doug Stewart | Business/Community |
| Chris Force | Principal |
| Gabe Sacco | Business/Community |
| Wakilla Augustus | Education Support Employee |
| Kathy Currington | Education Support Employee |

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

The plan was very minimal last year. We were mostly focused as a school to build the fiscal model and offer quality programs. We will report our strategic plan and SIP to the school board.

b. Development of this school improvement plan

The administrative and leadership team participated in plan development and it will be reviewed by the SAC.

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

School is not receiving SIP funds for the 2017-18 school year.

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

The school did not receive SIP funds for the 2016-17 school year.

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 |
|---------------------|---------------------|
| Force, Chris | Principal |
| Gary-Donovan, Donna | Assistant Principal |
| Flahive, Patrick | Other |

b. Duties

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

The adult education, adult basic education, ESOL, and GED programs assist students with literacy skills.

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.

There have been facility improvements and consistent faculty meetings which create a sense of community among teachers at school. We plan on aligning our employability skills curriculum among all departments so teachers can work together to plan lessons for students.

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

We use the district's AppliTrack system. We also host the SJCSD career fair annually. Additionally we host a career showcase annually.

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

The administrative team mentors new teachers. Additionally, one of our teachers assists other teachers with maintaining their teacher certification requirements.

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.

Teachers use the curriculum frameworks provided by the FLDOE to align and plan their instruction.

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.

Teachers monitor student mastery with aligned assessments. Teachers re-teach lessons depending on student needs and students are then given an opportunity to re-test to demonstrate mastery. Students are monitored for remediation and mastery.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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.

Students are given the TABE test within six weeks of enrolling in a program. There are required levels for graduation from the FLDOE where students are provided remediation and support to attain the required levels.

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.

Each of the programs have a steering committees who provide curriculum support and input. They also provide guest speakers, mentors, internships, clinical sites, as well as eventual employment opportunities.

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

Medical Assisting--MA Certificate
Dental Assisting--Dental Assisting certificate
Licensed Practical Nursing--LPN through NCLEX
Cosmetology--State licensure
Welding--AWS Certification
Landscape and Nursery Management--FNGLA
Culinary--ServeSafe, ProStart, ACF certifications
Early Childhood Education--ECPC 45 hours
Automotive--ASE
Diesel--ASE
HVAC--Certification
Home Health Aide--HHA Certification
Firefighting--State license
EMT--National EMT Certification
Paramedic--State license

Facials Specialty--State license

Nails Specialty--State license

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

Our integration teachers work to integrate academic course content into the CTE classes to provide remediation support to assist students in improving TABE scores to meet program exit requirements.

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.

We are a post-secondary school.

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.** Improve systems and processes that will increase efficiency and improve program completers in CTE Programs.
- G2.** Teachers need support to improve teaching and learning.
- G3.** Improve all four campus facilities via the targeted facility capital plan.

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. Improve systems and processes that will increase efficiency and improve program completers in CTE Programs. 1a

 G096437

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Targeted Barriers to Achieving the Goal 3

- Inefficient systems in several areas have hindered student success and completion.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, collaboration, regular review and improvement implementation.

Plan to Monitor Progress Toward G1. 8

All systems and processes for students to enroll and complete successfully.

Person Responsible

Chris Force

Schedule

On 6/30/2018

Evidence of Completion

Program completion attainment rate.

G2. Teachers need support to improve teaching and learning. 1a

G096438

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------|---------------|
| CTE Program Concentrator Rate | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Majority of CTE teachers hold local certification and did not attend the college of education as a part of their training.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development, FACTE, college coursework, FDLRS

Plan to Monitor Progress Toward G2. 8

Minutes, handouts, EEE observations

Person Responsible

Donna Gary-Donovan

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Minutes, handouts, EEE Observations

G3. Improve all four campus facilities via the targeted facility capital plan. 1a

 G096439

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------|---------------|
| Effective+ Administrators | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Funding and staff are limited. The facilities were not well-maintained for a number of years.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Facility maintenance team, funding, expertise.

Plan to Monitor Progress Toward G3. 8

Budget and capital plan that is accomplished and what still needs to be done.

Person Responsible

David Simpkins

Schedule

Semiannually, from 8/10/2017 to 6/30/2018

Evidence of Completion

Capital plan and status of each project.

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. Improve systems and processes that will increase efficiency and improve program completers in CTE Programs. **1**

 **G096437**

G1.B1 Inefficient systems in several areas have hindered student success and completion. **2**

 **B259516**

G1.B1.S1 Review all system processes, document procedures, implement improvements, monitor and continually improve. **4**

 **S274856**

Strategy Rationale

More efficient processes will enable more students to be successful

Action Step 1 **5**

Review all systems and process to find areas with disparities and find ways to improve.

Person Responsible

Donna Gary-Donovan

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Meeting minutes, changes in the process and procedures.

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

Meeting minutes from review of all systems and processes.

Person Responsible

Donna Gary-Donovan

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Career Specialist meetings, Student services meetings, financial aid meetings, admin and leadership meetings

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

Continual improvement

Person Responsible

Chris Force


Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

All minutes and meeting conversations and evidence of improvements


G2. Teachers need support to improve teaching and learning. 1

 G096438

G2.B1 Majority of CTE teachers hold local certification and did not attend the college of education as a part of their training. 2

 B259517

G2.B1.S1 Monthly Staff meetings for professional development 4

 S274857

Strategy Rationale

This will enable administration to provide strategies to improve teaching and learning.

Action Step 1 5

Administration will provide monthly training to improve teaching and learning

Person Responsible

Donna Frank

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Minutes, training resources, teachers implementation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Record all topics and handouts for professional development sessions.

Person Responsible

Donna Gary-Donovan

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Session topics and evidence of teacher implementation via EEE observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Minutes and handouts from sessions

Person Responsible

Donna Gary-Donovan

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Minutes and EEE observations

G3. Improve all four campus facilities via the targeted facility capital plan. 1

 G096439

G3.B1 Funding and staff are limited. The facilities were not well-maintained for a number of years. 2

 B259518

G3.B1.S1 Allocate funding for the capital improvement and maintenance plan annually. 4

 S274858

Strategy Rationale

Caring for the structure is being a good steward of the school and community.

Action Step 1 5

Address facility needs via the 5 year improvement plan

Person Responsible

David Simpkins

Schedule

Annually, from 8/10/2017 to 6/30/2018

Evidence of Completion

Plan and budget

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

Review funding plan and progress towards goal

Person Responsible

Chris Force

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Ensure capital improvement and maintenance plans are being executed

Person Responsible

Chris Force

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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.MA1 M396869 | Ensure capital improvement and maintenance plans are being executed | Force, Chris | 8/10/2017 | | 5/25/2018 monthly |
| G3.B1.S1.MA1 M396870 | Review funding plan and progress towards goal | Force, Chris | 8/10/2017 | | 5/25/2018 monthly |
| G2.MA1 M396868 | Minutes, handouts, EEE observations | Gary-Donovan, Donna | 8/7/2017 | Minutes, handouts, EEE Observations | 5/31/2018 monthly |
| G1.B1.S1.MA1 M396863 | Continual improvement | Force, Chris | 8/7/2017 | All minutes and meeting conversations and evidence of improvements | 5/31/2018 monthly |
| G1.B1.S1.MA1 M396864 | Meeting minutes from review of all systems and processes. | Gary-Donovan, Donna | 8/7/2017 | Career Specialist meetings, Student services meetings, financial aid meetings, admin and leadership meetings | 5/31/2018 monthly |
| G1.B1.S1.A1 A368998 | Review all systems and process to find areas with disparities and find ways to improve. | Gary-Donovan, Donna | 8/7/2017 | Meeting minutes, changes in the process and procedures. | 5/31/2018 monthly |
| G2.B1.S1.MA1 M396866 | Minutes and handouts from sessions | Gary-Donovan, Donna | 8/10/2017 | Minutes and EEE observations | 5/31/2018 monthly |
| G2.B1.S1.MA1 M396867 | Record all topics and handouts for professional development sessions. | Gary-Donovan, Donna | 8/10/2017 | Session topics and evidence of teacher implementation via EEE observations. | 5/31/2018 monthly |
| G2.B1.S1.A1 A368999 | Administration will provide monthly training to improve teaching and learning | Frank, Donna | 8/7/2017 | Minutes, training resources, teachers implementation | 5/31/2018 monthly |
| G1.MA1 M396865 | All systems and processes for students to enroll and complete successfully. | Force, Chris | 8/7/2017 | Program completion attainment rate. | 6/30/2018 one-time |
| G3.MA1 M396871 | Budget and capital plan that is accomplished and what still needs to be done. | Simpkins, David | 8/10/2017 | Capital plan and status of each project. | 6/30/2018 semiannually |
| G3.B1.S1.A1 A369000 | Address facility needs via the 5 year improvement plan | Simpkins, David | 8/10/2017 | Plan and budget | 6/30/2018 annually |

V. Professional Development Opportunities

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

G2. Teachers need support to improve teaching and learning.

G2.B1 Majority of CTE teachers hold local certification and did not attend the college of education as a part of their training.

G2.B1.S1 Monthly Staff meetings for professional development

PD Opportunity 1

Administration will provide monthly training to improve teaching and learning

Facilitator

Donna Gary Donovan

Participants

All full-time teachers and percentage teachers as available.

Schedule

Monthly, from 8/7/2017 to 5/31/2018

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 | Review all systems and process to find areas with disparities and find ways to improve. | \$0.00 |
| 2 | G2.B1.S1.A1 | Administration will provide monthly training to improve teaching and learning | \$0.00 |
| 3 | G3.B1.S1.A1 | Address facility needs via the 5 year improvement plan | \$0.00 |
| Total: | | | \$0.00 |