

Volusia County Schools

Amikids Volusia



2018-19 Schoolwide Improvement Plan

Amikids Volusia

1420 MASON AVE STE A, Daytona Beach, FL 32117

www.amikids.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	74%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Volusia 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.

2018-19 DA Category and Statuses for Amikids Volusia

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is the Mission of AMIkids Volusia to provide a safe nurturing environment through education, behavior modification, and treatment; to create a community of empowered learners who will become caring, competent, and responsible citizens; and to educate at-risk youth for life-long learning with an uncompromising commitment to EXCELLENCE; thereby reducing juvenile crime.

b. Provide the school's vision statement.

Our VISION is to provide a stimulating learning environment with a team of highly-competent and caring staff who will positively impact the lives of at-risk youth to become academically-sound, socially-grounded, and self-sufficient citizens. We will provide an environment which maximizes individual potential and ensures that all students are well equipped to meet the challenges of education, work, and life. We shall be acknowledged as the leading day treatment program in Florida, continuously setting the standard, as we achieve the highest scores for all audits and lead in attendance and enrollment statistical data.

2. School Environment

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

AMIkids Volusia learns about students' cultures and builds relationships through student surveys, data charts, parent/student interviewers, team building activities, collaborative environment, celebrating cultural days and creating positive relationships.

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

AMIkids Volusia works to create relationships using a positive behavior support system. Monthly Safety trainings videos are provided to teachers, students, and staff to better understand and respect each other. AMIkids Volusia creates a culture of safety and trust through positive teacher and student interaction.

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.

AMIkids has put procedural safeguards in place to ensure that students are safe on campus before, during, and after school. These safeguards include adult supervision in all common areas, as well as adult supervised programs and classes. A review of the student code of conduct is completed with students quarterly and teachers and staff are trained on the behavior management system (Point Card and Token Economy System). In addition, staff promotes communication between the school and parents with direct phone calls and face to face meetings.

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.

AMikids Volusia provides academic (IEPS, 504 Plans) counseling to include coaching on social life skills, and collaborate with host agencies for mental health support Teachers work collaboratively to ensure student accommodations are met.

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.

- Attendance below 90 percent
- GPA below 2.0 grade point average
- Course failure in ELA or Math
- Level 1 on statewide assessment

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

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

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

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

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

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

The following included interventions that are provided to students who have exhibited one or more of the above early warning indicators:

- Child study teams for attendance and academics
- MTSS-provides consistent monitoring and intervention implementation
- Weekly data discussion with students
- Progress Monitoring Plans
- Parent communication through mailings,direct phone calls, parent conferences
- Standards driven lesson planning based on formative assessments to target needs

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/655602>.

2. Description

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

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

AMikids has built and sustained partnerships with Daytona State and UCF which have supported student incentives, mentoring, and job placements which ultimately support student development and academic achievement. The below events take place in order to continue to foster continuous relationships with partners and stimulate community engagement.

- IEP & ELL meetings
- Parent involvement activities
- School Advisory Committee
- Partnerships with host agencies
- Guest Speakers
- Home visits
- Mentorship programs

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
Smith, Margaret M.	Assistant Principal

b. Duties

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

At AMIKids Volusia, the Director of Education communicates a clear vision for student achievement and academic growth. The leadership team determines specific resources and tools to support the needs of students and teachers. The leadership team meets weekly to collaborate among Alternative Education school sites. Topics shared include leadership and other practices that are successful in areas that need to be improved. The leadership team uses the Continuous Improvement model (CIM) to analyze data, determine needs, implement intervention and acceleration, and adjust instruction as necessary.

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.

AMIKids Volusia's school leadership ensures the success of all students by setting clear goals ELL, ESE Transition Plans using evidence-base measurements. These measurements help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Resources are aligned with outcomes, parallel AMIKids Volusia develops an instructional model to the school and district goal.

Staff development and Professional Learning Communities focus on specific curriculum and social emotional skills that will ensure best instructional practices. AMIKids Volusia is committed to meeting the needs of all our students along with maximizing academic and social emotional support.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kathryn Haynes	Principal
Margaret Smith	Principal
Betty Bowne	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 School Leadership Team met to discuss last years SIP. The SIP was not fully completed last year and therefore the committee was unable to fully share results.

b. Development of this school improvement plan

AMIKids Volusia School Leadership Team/School Advisory Committee reviews and assists with monitoring school -wide data and provides input for academic/behavior goals and instructional strategies.

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

The annual budget and plan for AMIKids Volusia are reviewed at the first meeting of the SAC each year. Budget, spending, and progress indicators are discussed at monthly SAC meetings.

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

School improvement funds will be allocated based on faculty requests that focus on school improvement goals and student achievement.

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
Smith, Margaret M.	Assistant Principal

b. Duties

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

The Literacy Leadership Team convenes weekly to plan, monitor, adjust, evaluate, and address school based issues and activities. Teaches models and practice the following student -owned, literacy strategies with evidence to foster independent success: prediction, clarification, visualization, asking questions, making connections, summation/synthesis, and evaluation.

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.

AMikids encourages collaborative planning and instruction through Professional Learning Communities (PLCs); the use of curriculum rounds, allow API curriculum resource teacher, and site coaches to visit classrooms regularly to encourage and promote collaboration while providing instructional support. Additionally, all content area teachers have common planning. These planning periods are used for weekly site meetings, PLSs, and common planning sessions.

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

AMikids recruit, develop, and retain highly qualified teachers by:

- Providing training opportunities to assist teachers with professional growth development
- Seeking teachers with multiple certifications
- Providing beginning teachers with mentor program to provide instructional support
- Involving stakeholders in decision- making process
- Encourage input from teachers

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

AMikids mentor program includes the follow activities to support new teachers:

- Weekly observations and feedback
- Continuous coaching and modeling with the use of graphic organizers, technology , data charts, and differentiated instruction
- Bi-weekly meetings with mentees to discuss curriculum, procedures, and instructional strategies specific to their content areas

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All schools are aligned to utilize the standards-based resources during daily instructional delivery. An instructional coach and the Director of Education collaborates with teachers to prioritize lessons that align with Florida's state standards.

b. Instructional Strategies

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

AMikids uses the Florida Continuous Improvement Model and data analysis cycle to improve instruction and student learning. Several intervention strategies are in place to support differentiated instruction to meet the diverse needs of our student population are utilized:

- Weekly data discussions with students
- Monthly principal data meetings to determine student progress
- Daily use of rotational model in class settings
- Ongoing use of gradual release model
- Weekly instructional rounds conducted to assist teachers in acquiring different strategies
- Daily academic support services in the area of English and Mathematics
- Tutoring

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: Summer Program

Minutes added to school year: 9,000

AMikids students are traditionally below grade level and behind in high school. We provide summer school opportunities for students to earn credits and in an effort shorten the path toward high school graduation.

Strategy Rationale

AMikids students are typically behind in their graduation cohort and through summer school, students are awarded the opportunity to advance in their projected graduation schedule.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Margaret M., mmsmith1@volusia.k12.fl.us

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

Student grades will determine student progress toward graduation. Data is analyzed through the CIM data cycle process to determine the effectiveness of implemented enrichment to accelerate the curriculum.

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.

Based on Student's Pupil Progression Plan, the Director of Education advises students on their specific academic course progression relative to their specific grade level and cohort year. Counselors have designed course checklist to track course completion which is presented during the student's initial enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with state benchmarks and Florida State standards and assessments.

The Director of Education provides a individualized student framework as outlined in the Comprehensive Development Guidance Program that begins in 6th grade to prepare students with career and academic planning along with social and emotional connections which improve parents or guardians in the process.

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.

The Director of Education works with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. Post secondary planning begins at the time students are enrolled in school. The Director of Education and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition.

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

Applied and integrated courses help students make connections between academic and career/technical subjects. AMikids provides a framework that assists students to choose courses that meet high school graduation requirements.

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

To measure student skills needed for college, all 9th and 10th grade student will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students' have the opportunity to enroll in college preparatory classes during their senior year (Math for College Readiness and or /English UV (College Prep) in areas indicated on the PERT.

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.

To measure student skills needed for college, all 9th and 10th grade student will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students' have the opportunity to enroll in college preparatory classes during their senior year (Math for College Readiness and or /English UV (College Prep) in areas indicated on the PERT. Seniors are provided with SAT and ACT study guides and practices, and are exposed to and encouraged to apply for the various scholarships available to them.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If AMIKids Volusia implements data driven and standards-based instruction, student learning will increase.

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. If AMIKids Volusia implements data driven and standards-based instruction, student learning will increase. 1a

G101000

Targets Supported 1b

Indicator	Annual Target
ABE Reading - Percentage of LCP per Enrolled	

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of how to integrate the depth of standards-based instruction
- Limited knowledge of how to implement instructional strategies to meet individualized student needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Instructional Coach
- Curriculum Maps
- Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. If AMIKids Volusia implements data driven and standards-based instruction, student learning will increase.

1

G101000

G1.B1 Limited knowledge of how to integrate the depth of standards-based instruction 2

B272302

G1.B1.S1 Share instructional strategies. 4

S288331

Strategy Rationale

Expand teacher best practice toolbox.

Action Step 1 5

Director of Education communicate the expectations of PLCs verbally and in writing during weekly staff meetings.

Person Responsible

Margaret M. Smith

Schedule

Weekly, from 8/20/2018 to 8/20/2019

Evidence of Completion

Agenda notes/meeting minutes and written communication

Action Step 2 5

Each team uses a PLC Agenda to establish norms, student, and teacher needs. The Instructional Coach and Director of Education will clarify roles and responsibilities of each team member.

Person Responsible

Margaret M. Smith

Schedule

Weekly, from 8/20/2018 to 8/20/2019

Evidence of Completion

Agenda notes/meeting minutes and staff roles/responsibilities

Action Step 3 5

Team analyze data (STAR Assessments, WIN) to determine how students are performing. Team sets SMART goal accordingly.

Person Responsible

Margaret M. Smith

Schedule

On 9/27/2018

Evidence of Completion

PLC Agenda/meeting minutes, established SMART goal

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

Administrators attend weekly PLCs

Person Responsible

Margaret M. Smith

Schedule

Weekly, from 8/20/2018 to 8/20/2019

Evidence of Completion

Administrator Notes/Agenda meeting notes

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

Determine status toward action steps during monthly SLT meetings

Person Responsible

Margaret M. Smith

Schedule

Monthly, from 8/27/2018 to 8/27/2019

Evidence of Completion

SLT Meeting minutes

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

Discuss effectiveness of PLCs and analyze data collection using PLC Agenda/Meeting Minutes

Person Responsible

Margaret M. Smith

Schedule

Monthly, from 8/13/2018 to 8/13/2019

Evidence of Completion

PLC Agenda/Meeting Minutes

G1.B1.S2 Refine systematic practices and provide professional learning to support implementation of standards-aligned instruction. 4

S288332

Strategy Rationale

Increase student achievement and teacher effectiveness in implementing standards-aligned instruction.

Action Step 1 5

Develop plan of action for professional learning and systematic practices including the infrastructure for implementation.

Person Responsible

Margaret M. Smith

Schedule

Biweekly, from 8/20/2018 to 8/20/2019

Evidence of Completion

Completed plan of action, including timelines and people responsible.

Action Step 2 5

Communicate the draft plan, collect teacher input, then revise accordingly.

Person Responsible

Margaret M. Smith

Schedule

On 8/13/2019

Evidence of Completion

Education Meeting sign in and Agenda minutes

Action Step 3 5

Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Margaret M. Smith

Schedule

Weekly, from 8/13/2018 to 8/13/2019

Evidence of Completion

Aligned tasks and coaching data

Action Step 4 5

Teachers incorporate the information from Professional Learning into their lessons. with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

Person Responsible

Margaret M. Smith

Schedule

Weekly, from 9/17/2018 to 9/17/2019

Evidence of Completion

Lesson plans and coach's data.

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

Administrators attend monthly walk through

Person Responsible

Margaret M. Smith

Schedule

Monthly, from 9/3/2018 to 9/3/2019

Evidence of Completion

Administrator Walk through evaluation checklists

V. Professional Development Opportunities

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













VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Director of Education communicate the expectations of PLCs verbally and in writing during weekly staff meetings.	\$0.00
2	G1.B1.S1.A2	Each team uses a PLC Agenda to establish norms, student, and teacher needs. The Instructional Coach and Director of Education will clarify roles and responsibilities of each team member.	\$0.00
3	G1.B1.S1.A3	Team analyze data (STAR Assessments, WIN) to determine how students are performing. Team sets SMART goal accordingly.	\$0.00
4	G1.B1.S2.A1	Develop plan of action for professional learning and systematic practices including the infrastructure for implementation.	\$0.00
5	G1.B1.S2.A2	Communicate the draft plan, collect teacher input, then revise accordingly.	\$0.00
6	G1.B1.S2.A3	Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
7	G1.B1.S2.A4	Teachers incorporate the information from Professional Learning into their lessons. with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1  M428106	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A3  A391138	Team analyze data (STAR Assessments, WIN) to determine how students are performing. Team sets SMART...	Smith, Margaret M.	8/27/2018	PLC Agenda/meeting minutes, established SMART goal	9/27/2018 one-time
G1.B1.S1.MA1  M428102	Discuss effectiveness of PLCs and analyze data collection using PLC Agenda/Meeting Minutes	Smith, Margaret M.	8/13/2018	PLC Agenda/Meeting Minutes	8/13/2019 monthly
G1.B1.S2.A2  A391140	Communicate the draft plan, collect teacher input, then revise accordingly.	Smith, Margaret M.	8/13/2018	Education Meeting sign in and Agenda minutes	8/13/2019 one-time
G1.B1.S2.A3  A391141	Teachers incorporate the aligned tasks into their instruction with instructional coach observing...	Smith, Margaret M.	8/13/2018	Aligned tasks and coaching data	8/13/2019 weekly
G1.B1.S1.MA1  M428103	Administrators attend weekly PLCs	Smith, Margaret M.	8/20/2018	Administrator Notes/Agenda meeting notes	8/20/2019 weekly
G1.B1.S1.A1  A391136	Director of Education communicate the expectations of PLCs verbally and in writing during weekly...	Smith, Margaret M.	8/20/2018	Agenda notes/meeting minutes and written communication	8/20/2019 weekly
G1.B1.S1.A2  A391137	Each team uses a PLC Agenda to establish norms, student, and teacher needs. The Instructional Coach...	Smith, Margaret M.	8/20/2018	Agenda notes/meeting minutes and staff roles/responsibilities	8/20/2019 weekly
G1.B1.S2.A1  A391139	Develop plan of action for professional learning and systematic practices including the...	Smith, Margaret M.	8/20/2018	Completed plan of action, including timelines and people responsible.	8/20/2019 biweekly
G1.B1.S1.MA2  M428104	Determine status toward action steps during monthly SLT meetings	Smith, Margaret M.	8/27/2018	SLT Meeting minutes	8/27/2019 monthly
G1.B1.S2.MA1  M428105	Administrators attend monthly walk through	Smith, Margaret M.	9/3/2018	Administrator Walk through evaluation checklists	9/3/2019 monthly
G1.B1.S2.A4  A391142	Teachers incorporate the information from Professional Learning into their lessons. with...	Smith, Margaret M.	9/17/2018	Lesson plans and coach's data.	9/17/2019 weekly