

Rising Leaders Academy



2014-15 School Improvement Plan

Rising Leaders Academy

1980 DISCOVERY LOOP, Panama City, FL 32405

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
29%

Alternative/ESE Center
No

Charter School
Yes

Minority
23%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B			

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Rising Leaders Academy (RLA) is dedicated to preparing students for outstanding academic achievement, interpersonal skills, elevated ethical character, and a firm command of foreign languages. Students will achieve academic excellence through a developmentally rigorous, innovative, challenging, college preparatory curriculum in a warm, nurturing environment with outstanding teachers. RLA will prepare students to have a sincere responsibility to give back to the community, with a focus on strong leadership skills. This mission will be achieved through sound financial management practices.

Provide the school's vision statement

Our VISION is to be recognized as one of the best schools in the state of Florida that empowers students to become Rising Leaders, who are lifelong learners with excellent character.

School Environment

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

The school creates programs that encourage students to share their cultures and build relationships between the teachers and students. RLA offers two foreign languages which include different cultures. There are community lunches, in which the students bring cultural food. The students are encouraged to speak about their cultures during Crew Time. During Crew Time, students share what they know from other countries. The teachers remind the students to accept our differences and learn about other countries from each other.

During Spanish class, the teacher and students talk about their favorite movies, pets, books, places, people -the list goes on and on. When school started, the Spanish teacher asked the younger children what they had enjoyed in Spanish class so that we could continue with those activities. The older students had to write examples of what it meant for them to be responsible, honest, respectful and a good citizen. The teacher and students shared the main ideas and chose the ones that would make it to the board. Students' cultures and building relationships between teachers and students is seen throughout the school.

Since we have diverse cultural backgrounds, it is a unique opportunity to talk about each other's cultural background and make comparisons. Sometimes our teachers who speak different languages will use their foreign language to give simple directions in order to create a generally friendly atmosphere that promotes interest and (perhaps more importantly) respect for other cultures.

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

The school has a Code of Conduct, Crew Time, FriendWatch, Expeditionary Learning, the Leader in Me program, character education, and community circles that all focus on creating a nurturing environments where the students feel safe and respected before, during, and after school. There are weekend reflections that focus on character, which the students share with the class and school. Part of the school mission is to create a safe and nurturing environment, which is eminent throughout the school.

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

We go over the Code of Conduct daily to remind students of the expectations. The Code of Conduct is in every room, hallway, and cafeteria. In the lower grades, there is a color system, in which the student's clip is moved down and the student is given a change to move it up. If the student's clip continues to go down to around 5 clips, the parents are contacted. If the distractions continue, the student receives a referral to go to the Principal's office, in which the parents are contacted again. Students who show good behavior are rewarded to encourage good behavior.

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

We have a small school, around 100 students, in which we are able to meet the needs of our students socially and emotionally. We provide students an opportunity to express their social-emotional needs during Crew Time. We created an environment in which the students feel safe and comfortable talking to the staff from the secretary in the front office to the teacher and principal. Our 6th graders in the school are our school leaders. Each two 6th graders is assigned to a class during lunch, in which the lower grade students can go to the 6th grade leaders if they need any assistance. The Principal and staff are all in the cafeteria at lunch ensuring all the student's needs are met. During class, the teachers ensure the students' social-emotional needs are met. We meet with the parents if we suspect any social-emotional problem to work with them to resolve the problem. Every student knows that RLA has zero tolerance for bullying and do not allow any student to hurt another. We informed them to use FriendWatch if they feel that they or their friends are hurt in anyway and do not want to speak to an adult directly.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Our attendance, discipline system, academics, and standardized assessment are satisfactory and above. We are looking to make gains in writing and mathematics and are working towards those.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

We have an intervention plan for students who require it. We provide RTI.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parental involvement is required at RLA. We ask parents to volunteer 20 hours a year to be more involved in their child's education. We hold an orientation before school starts to go over the mission, vision, goals, and expectations. We keep parents involved through constant communications, which includes emails and website communication. We also hold meetings with parents if we see their child struggling in any way. We have a regulation parent breakfast with the principal in which the parents can express concerns if they have any. This is also a time for parents to be more involved. Parents are also members of the SAC and Board.

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

RLA's mission is to serve the community, and in return, we get great support from the community. We recognize the community members who help out the school. We always look for ways to partner with the local community for the purpose of securing resources. We are thankful for organizations, like the U.S Navy, which funds our Lego League teams.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Jaber, Suha	Principal

Duties

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

Suha Jaber is the Principal who runs the school. There is only one teacher per grade, so each teacher is a leader of her grade level. There is ESE teachers, teachers with Gifted Endorsements, and

ESOL teachers. RLA partnered with Expeditionary Learning, who visit RLA throughout the year to provide support for the principal and teachers in instruction. The principal has a two hour PD session with the teachers every Friday. The principal and teachers collaborate at this time and practice shared decision making.

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 Principal uses all available funds to provide necessary resources for all the classes. In addition, the staff is constantly looking for ways to get more resources, such as DonorsChoose, in which we received resources with thousands of dollars. The principal and staff meet every week and discuss the needs. RLA has been able to security all the resources needed except for SmartBoards because of their expensive cost.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Suha Jaber	Principal
Loston Zaborski	Student
Amanda Spillane	Teacher
Julia Arafa	Teacher
Jody Meinel	Parent
Cynthia McCauley	Business/Community
Shimaa Salman	Parent

Duties

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

Evaluation of last year's school improvement plan

Charter schools can have their Board serve as the SAC. Last year, RLA also started a separate SAC from the Board to assist the Board with school improvement. The SAC and Board work together on the improvement plan. The school Board and SAC review the improvement plans and make recommendations and changes that help the school improve.

Development of this school improvement plan

As a small charter school, the Board, SAC, principal, teachers, and students contribute to the school improvement plan by providing input during the meetings, surveys, and other communication methods presented at various times. The SAC will meet the first month to discuss the school improvement plan.

Preparation of the school's annual budget and plan

RLA is a charter school, which partnered with School Financial Services, to prepare the school's annual budget and plan. The school board approves the plan annually.

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

RLA continues to provide research based professional development through Expeditionary Learning experts. The budget for projects depends on the available funds allocated. Last year, RLA was able to create a computer lab and continue providing Expeditionary Learning professional development.

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

No

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jaber, Suha	Principal

Duties

Describe how the LLT promotes literacy within the school

Every grade has a 90 minute reading block. Students are required to read at least 20 minutes at home. There is a reading log for every grade. Students are also required to write daily in school and often for homework. On September 8, RLA will participate in the International Literacy Day, which will include several literacy activities. Bay District Schools provides RLA with a literacy coach to assist when needed. RLA participates in the Bay Writes program.

Public and Collaborative Teaching

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

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

RLA has longer school hours on Mondays to Thursdays and finishes two hours early on Fridays so that the teachers and principal can work together on collaborative planning and instruction.

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

All teachers must be certified, highly qualified, certified in field, and effective to teach at RLA. We provide competitive salaries and benefits. We also provide more time for collaboration and professional development. Teachers enjoying a nurturing environment to work in.

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

During the first year, RLA partnered with Expeditionary Learning which provided professional development and continued to do so in our 3rd year. The Expeditionary Learning staff member who comes to our school is one of our mentors, who provides professional development.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All the textbooks and programs purchased are aligned to Common Core and Florida's standards. Since our first day of school, we ensured that every program we purchase is aligned to Florida's standards and Common Core.

Instructional Strategies

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

RLA uses data to provide differentiated instruction to meet the diverse needs of the students. We purchased programs that meet the needs of diverse learners. We also assist students in a 45 minute block we have for intervention.

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: 240

RLA has around 240 minutes a week more than most schools to include more time for academic, enrichment, and teacher collaboration/professional development.

Strategy Rationale

Our mission is academic excellence, which includes critical thinking and problem solving through project-based learning. This requires more time and therefore we need to extend our school day.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Jaber, Suha, jabersa@bay.k12.fl.us

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

Standardized tests, weekly tests, expeditionary learning projects

Student Transition and Readiness

PreK-12 Transition

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

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

We ensure the teachers have covered all the standards to ensure the students are ready for the next grade level and that the students mastered the standards before moving to the next grade level. RLA has a rigorous program. Before students can transition to the next grade level, we ensure they mastered the current grade level material through our Pearson Baseline assessment.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Only have grades K - 6.

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

Only have grades K - 6.

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

Only have grades K - 6.

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

RLA provides a rigorous program that is preparing students for high school from 6th grade. In 6th grade, the students at RLA start taking Pre-Algebra.

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.** Implement rigorous instructional strategies in a consistent and deliberate manner to engage students to better ensure the achievement of high learning expectations.
- G2.** Eighty percent of students will be proficient in reading.
- G3.** Seventy percent of students will be proficient in writing.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Implement rigorous instructional strategies in a consistent and deliberate manner to engage students to better ensure the achievement of high learning expectations. 1a

G041680

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0
Math Gains	60.0
FSA - English Language Arts - Proficiency Rate	80.0
ELA/Reading Gains	80.0
FCAT 2.0 Science Proficiency	80.0
Certified in Field	100.0
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Pearson program
- Glencoe program
- Khan Academy program
- Supplementary materials purchased

Targeted Barriers to Achieving the Goal 3

- In 6th grade, RLA is teaching Pre-Algebra, whereas the students will take the 6th grade FSA. They may not be well prepared for FSA since they will focus more on Pre-Algebra this year.

Plan to Monitor Progress Toward G1. 8

Formative assessment, Discovery Education, Unit Tests, Khan Academy, FCAT Explorer (if aligned to FSA)

Person Responsible

Suha Jaber

Schedule

On 6/1/2015

Evidence of Completion

Formative assessment, Discovery Education, Unit Tests, Khan Academy, FCAT Explorer (if aligned to FSA)

G2. Eighty percent of students will be proficient in reading. 1a

G041679

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0
ELA/Reading Gains	80.0
CELLA Reading Proficiency	80.0

Resources Available to Support the Goal 2

- Pearson Program
- SpringBoard Program
- Leveled readers
- Differentiated materials

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

Formative assessment, Discovery Education, Unit Tests, FCAT Explorer (if aligned to FSA)

Person Responsible

Schedule

On 6/1/2015

Evidence of Completion

Formative assessment, Discovery Education, Unit Tests, FCAT Explorer (if aligned to FSA)

G3. Seventy percent of students will be proficient in writing. 1a

G041678

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0
CELLA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- Pearson curriculum
- Writing supplement books
- Weekend writing assignments
- BayWrites

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

BayWrites, daily writing assignments, weekend writing assignment

Person Responsible

Schedule

Daily, from 9/2/2014 to 9/2/2014

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Implement rigorous instructional strategies in a consistent and deliberate manner to engage students to better ensure the achievement of high learning expectations. **1**

 G041680

G1.B1 In 6th grade, RLA is teaching Pre-Algebra, whereas the students will take the 6th grade FSA. They may not be well prepared for FSA since they will focus more on Pre-Algebra this year. **2**

 B101360

G1.B1.S1 Teach 6th graders both 6th and 8th grade math standards. **4**

 S120621

Strategy Rationale

We are teaching our 6th graders Pre-Algebra, which is an 8th grade standard. However, they will be tested on 6th grade standards, so we must cover both.

Action Step 1 **5**

Pre-Algebra in 6th grade.

Person Responsible

Suha Jaber

Schedule

On 6/5/2015

Evidence of Completion

Ensure 6th graders are prepared for FSA and have learned Pre-Algebra as well.

Action Step 2 5

Students will use technology to master math standards.

Person Responsible

Suha Jaber

Schedule

On 6/1/2015

Evidence of Completion

Every student will have online assignments on Khan Academy.

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

Weekly check in

Person Responsible

Suha Jaber

Schedule

On 6/5/2015

Evidence of Completion

Check in with teacher weekly to monitor the progress.

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

The weekly meeting is assigned a date/time for every week

Person Responsible

Suha Jaber

Schedule

On 6/5/2015

Evidence of Completion

Suha Jaber send the teacher the date, which will be the same every week, to meet and discuss the student performance and mastery of 6th grade math standards, as well as Pre-Algebra

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Pre-Algebra in 6th grade.	Jaber, Suha	9/10/2014	Ensure 6th graders are prepare for FSA and have learned Pre-Algebra as well.	6/5/2015 one-time
G1.B1.S1.A2	Students will use technology to master math standards.	Jaber, Suha	9/15/2014	Every student will have online assignments on Khan Academy.	6/1/2015 one-time
G1.MA1	Formative assessment, Discovery Education, Unit Tests, Khan Academy, FCAT Explorer (if aligned to FSA)	Jaber, Suha	9/2/2014	Formative assessment, Discovery Education, Unit Tests, Khan Academy, FCAT Explorer (if aligned to FSA)	6/1/2015 one-time
G1.B1.S1.MA1	The weekly meeting is assigned a date/ time for every week	Jaber, Suha	9/10/2014	Suha Jaber send the teacher the date, which will be the same every week, to meet and discuss the student performance and mastery of 6th grade math standards, as well as Pre-Algebra	6/5/2015 one-time
G1.B1.S1.MA1	Weekly check in	Jaber, Suha	9/10/2014	Check in with teacher weekly to monitor the progress.	6/5/2015 one-time
G2.MA1	Formative assessment, Discovery Education, Unit Tests, FCAT Explorer (if aligned to FSA)		9/2/2014	Formative assessment, Discovery Education, Unit Tests, FCAT Explorer (if aligned to FSA)	6/1/2015 one-time
G3.MA1	BayWrites, daily writing assignments, weekend writing assignment		9/2/2014		9/2/2014 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implement rigorous instructional strategies in a consistent and deliberate manner to engage students to better ensure the achievement of high learning expectations.

G1.B1 In 6th grade, RLA is teaching Pre-Algebra, whereas the students will take the 6th grade FSA. They may not be well prepared for FSA since they will focus more on Pre-Algebra this year.

G1.B1.S1 Teach 6th graders both 6th and 8th grade math standards.

PD Opportunity 1

Pre-Algebra in 6th grade.

Facilitator

Suha Jaber

Participants

Roland Hankins

Schedule

On 6/5/2015

Technical Assistance Items

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

G1. Implement rigorous instructional strategies in a consistent and deliberate manner to engage students to better ensure the achievement of high learning expectations.

G1.B1 In 6th grade, RLA is teaching Pre-Algebra, whereas the students will take the 6th grade FSA. They may not be well prepared for FSA since they will focus more on Pre-Algebra this year.

G1.B1.S1 Teach 6th graders both 6th and 8th grade math standards.

PD Opportunity 1

Students will use technology to master math standards.

Facilitator

Roland Hankins

Participants

6th grade students.

Schedule

On 6/1/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0