

Orange County Public Schools

Innovations Middle Charter



2018-19 School Improvement Plan

Innovations Middle Charter

2768 N HIAWASSEE RD, Orlando, FL 32818

www.imscharter.webs.com

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	95%

School Grades History

Year	2017-18	2011-12	2010-11
Grade		F	I

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange 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 Innovations Middle Charter

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	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

Mission

Innovations Middle School (IMS) mission is to provide high quality dropout prevention and academic interventional services through alternative education. IMS is designed for at-risk students in who are in danger of failing, have failed, in need of dropout prevention with academic interventions, are referred by another school in the district, or are over-aged in middle school.

b. Provide the school's vision statement

Vision

The school's vision is to create a small school community with focused and differentiate direct instruction in which all students are valued, accepted for who they are, and encouraged to challenge their academics toward excellence through individualized progressive student learning plans and 21st Century Skills. The goal at IMS is to prepare, challenge, engage, remediate, and offer educational options for students in danger of failing middle school.

2. School Environment

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

IMS uses differentiated instruction. The school understand that all students, specifically our target population of alternative students, have different learning styles. Therefore, IMS is aware of the importance to create differentiated instructional plans and to engage students in the learning process. Instruction which uses a variety of learning styles and presents information in alternative portions will also assist in engaging these students in the learning process.

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

IMS operates under the philosophy that children are most motivated to learn, and learn best, when their individuality is recognized and encouraged, when they feel safe and protected, when they feel connected to a larger collective identity. Therefore, IMS creates a small school community in which all students are valued, accepted for who they are, and expected to strive toward excellence.

IMS fosters an atmosphere where students feel safe to express themselves and recognized and understand their own personal challenges. IMS has discovered that the key to assisting a student with adverse behaviors is to help that student identify the reason for the behaviors and identify that reason.

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

IMS goal is to retain the majority of students within our school program and provide Positive Behavior Support Program (PBS) for disciplinary infractions. This premise is based on the fact that most of our targeted student population has engaged in serious discipline infractions in and out of school through

establishing a history of a previous discipline record, has a previous expulsion record, has a criminal record. IMS may be the “last chance” school for many students.

The PBS process is a team-based approach and requires strong collaboration between families and school personnel. Additionally, PBS provides our schools with a positive and effective alternative to traditional methods of discipline. PBS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. The result is a more positive school climate and increased academic performance for our students.

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

IMS ensures that the social-emotional needs of all students are being met by providing individualized Student Centered Support Services.

Prescriptive Student Services Model

IMS's provides student services which include:

- IMS advantage (baseline testing), intensive support, building a strong focus on reading, and beyond.
- Career counseling and planning for the 21st century workplace.
- Family counseling by coordinating community resources and programs to support and build skills for the whole student for academic success.

Positive School Culture

The school culture has a school culture of expected success. All students regardless of their past or present academic or behavioral or social status can and will learn, the key is to show them that they can learn and can succeed. This process takes time, but the end result is an increase in self-confidence which fuels the desire to learn and achieve, which then empowers the quest to succeed.

Support Services

IMS students has access to middle school academic placement support, individual and group counseling, and family support services through a designee at the school. Our extended school day, our whole-child focus, and our demanding expectations necessitate that we build strong partnerships with families.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

According to Robert Balfanz, PhD (2012) in his documentary on PBS titled “Middle School Moment” as part of FRONTLINE’s “Dropout Nation” (2012) “The make-or- break moment for high school dropouts may actually occur in middle school”. He identified factors in high poverty schools that indicate whether a student drops out or not, these factors include attendance, behavior and performance. For instance, if a 6th grade student has attendance less than 80%, receives a failing academic grade in math or English, or receives a discipline referral, that student is 75% more likely to drop out in high school if no intervention is done at the middle school level. If interventions toward the targeted indicators do not occur until high school, it becomes more difficult to get students back on track toward educational success.

Therefore, IMS has incorporated the following early warning indicators:

-attendance below 90 percent, regardless of whether absence is excuse or a result of out-of-school suspension,

- one or more suspensions, where in school or out of school,
- course failure in English Language Arts or mathematics,
- a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	8	22	33	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	10	14	24	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	15	20	28	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	22	30	44	0	0	0	0	96

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	11	23	35	0	0	0	0	69

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

IMS Strong Indicators for Success (Intervention Strategies)

IMS has strong indicators for success which includes best practices among high-performing charter schools. Some of these practices include:

- A longer school day, allowing for more than three more hours a week of instructional time than a traditional school district.
- A behavior management system based on the Positive Behavior System (PBS) and MTSS model which explicit expectations and consequences, student uniforms, and an insistence on student safety and maximum time spent learning
- A rigorous, research-based academic program with an emphasis on strategy and skill building and nightly homework that reinforces student learning and develops crucial study habits.
- A system of regular assessment that includes a beginning, mid, and end of unit assessment that takes place within a four to six week cycle aligned with the Next Generation Sunshine State Standards and Common Core Standards. Teachers uses assessment data on a daily basis to make instructional decisions and evaluate student progress toward standards. Our assessment system allows us to evaluate our effectiveness at a student, classroom, grade, and school level, and to respond quickly to areas of needs.
- Regular, systemic, and data-driven interventions, including small group and one on one instruction, as well as special education and ELL support services. Our principal or designee ensures the implementation and quality of these interventions.
- A parent engagement plan which includes home visits, summer orientations, weekly reports, parent workshops, a volunteer corps and regular conference nights.
- A structured new teacher and returning teacher training program where teachers consider and implement a consistent building-wide system of instruction and discipline. Teachers develop detailed units of study in alignment with standards. They use these standards to map learning outcomes in every unit, in every core academic subject.
- An organization structure that emphasizes high quality teaching. Teachers engage in exceptional

professional development opportunities and are held to high standard of implementation. Administrators will see their roles as removing all obstacles to effective teaching from the classroom, and the Principal acts as a mentor teacher to all regular teaching staff.

All students receive individualized progress monitoring, credit recovering, and tutoring as they move through the required core and elective courses. Teachers and para professional are responsible for monitoring the goal setting process of the curriculum, assisting students in setting and achieving personalized goals on their Student Learning Plans (SLPs) for both their courses and the future, as well as monitoring attendance and suspensions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/642602>.

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

IMS uses the following process to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Community Involvement:

Cooperative efforts of parents, families, educators, community members, and businesses for the common good of providing challenging and rewarding experiences for all its students. One of the school's most valuable resources is the community. We plan on working with community groups to develop partnerships focused on increasing academics as well as assisting in developing the student's social and civic responsiveness. The school will actively seek additional partnerships with community organizations to address and support student, family, and community issues and concerns.

Community Partnerships

These partnerships can include, but not be limited to, mentoring, tutoring, community service experiences, counseling, health care, speaker's bureau, staff development and entertainment for student incentives and rewards. The community interactions will provide the students with a sense of connections to, and leadership in, the community. These community rich experiences will enrich the self-confidence necessary to achieve in their future academic pursuits, high school and beyond.

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
Lightner, Patricia	Principal

b. Duties

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

Executive Director/Principal: Patricia Lightner, PhD in Curriculum and Instruction
 Academic Specialist: Dr. Daman Essert-Doctorate in Educational Leadership
 Dean of Students/Director of Daily Operations: Rasheed Ajayi, Master in Social Work
 Reading Specialist/Instructional Coach: Mrs. Turkeltaub, Masters in Curriculum
 Math Specialists: Mr. Allen, Bachelors in Science
 Science Specialist: Mr. Seeram, Masters in Science
 Lead Teacher: Mr. Joy, Bachelors in Science
 Intake Specialist: Angela Hauke, Bachelors in Science

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

Executive Director/ Principal Patricia Lightner Ph.D.

- Provides a common vision for the use of data-based decision-making
- Conducts assessment of MTSS skills of school staff
- Ensures implementation of intervention support and documentation –as well as- enrichment support and documentation
- Ensures adequate professional development to support MTSS implementation
- Ensures communication with parents regarding school-based MTSS plans and activities
- Ensures Long Range Plans/Instructional Focus Calendar is developed and implemented with fidelity

Academic Specialist, Dr. Daman Essert

- Conducts classroom walkthroughs and provides feedback
- Collects school assessment data
- Ensures that the school-based team is implementing MTSS
- Meets with teachers regarding student data and next steps for intervention and enrichment
- Coaches teachers regarding best practices and effective strategies: Art and Science of Teaching by Marzano focus
- Assist teachers with development of student's Academic Plans
- Models lessons for teachers
- Assist teachers in developing plans for tutoring of students
- Assist teachers in the development of their long range instructional plans and focus calendars
- Assist teachers in development of their small groups for Reading, Math, and Science
- Reviews and provides feedback of teacher lesson plans

Dean of Students/Director of Operations and Compliance: Rasheed Ajayi, Master in Social Work

- Meet with grade level teams to review data and progress with students
- Assist with the implementation of Professional Learning Communities: Focus – Goal Setting

Academic and Social/Emotional, Writing

- Mentor team teachers
- Model Lessons for team teachers
- Assist with ESE and ESOL testing process
- Oversees MTSS process for Lowest 25%
- Provides teachers assistance with student's struggling with their emotional, behavioral, and social success
- Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success
- Oversees the full implementation of Innovations Discipline Model (Token Economy and Positive Behavior)
- Develops, coordinates and implements Family Empowerment Program
- Conducts classroom walkthroughs and provides feedback

Reading Specialist/Instructional Coach - Turkeltaub (2-3X wk/Non-District Supported)

- Provides guidance on K-12 reading plan
- Facilitates and supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers regarding data-based instructional planning
- Develops, leads, and evaluates school core content standards/ programs
- Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches
- Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies
- Assists with whole school screening programs that provide early intervening services for children to be considered "at risk"
- Participates in the design and delivery of professional development;
- Provides support for assessment and implementation monitoring.
- Assists in the design and implementation for on-going progress monitoring, data collection, and data analysis

Math/Science Specialists: Mr. Allen (Math)/Mr. Seeram, (Science)

- Research and provide content knowledge and resources to staff about learning and teaching mathematics and science
- Research, prepare, and provide information and guidance regarding a range of effective and innovative mathematics/science practices through various activities.

Speech Language Pathologist - Consultant-S. Rowe

- Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design
- Assists in the selection of screening measures
- Helps identify systemic patterns of student need with respect to language skills
- Provides educational support to teachers with students that have an IEP for speech/communicative disorders

Lead Teacher: Mr. Joy; Classroom Teachers and Support Staff

- Responsible for Ongoing Progress Monitoring (OPM) and understanding individual student growth and progress – response to instruction for all subject areas
- Complete and implement Academic Plans
- Assist students with development of student growth portfolios/goal notebooks
- Educate, assess, and provide feedback for students through Teaching for Understanding
- Implement intervention and enrichment strategies

- Provide additional student tutoring as needed
- Develop and implement rigorous and relevant lesson plans through Teaching for Understanding and Project Based Learning Model
- Develop Long Range Plans/Instructional Focus Calendars that coincide with the MTSS process

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Patricia Lightner	Principal

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Due to our small size and organizational structure, the SAC was instrumental in the following ways:
 -identifying the objectives and the educational goals for the students and the school as a whole. For example, the SAC help with the development of the educational activities, lessons and the curriculum that were used to support the school improvement goals, and to enhance the overall student success and student performance.

b. Development of this school improvement plan

The SAC are actively involved in developing and progress monitoring of the school's mission and vision by participating in the following:

- Approving the bylaws that govern how SAC business is conducted.
- Assisting in the preparation of the school's annual budget.
- Deciding on how to spend the SAC fund to meet the School Improvement goals.
- Examining all aspects of their school when developing the school improvement plan (SIP).
- Approving and submitting all charter district waivers for school board approval.
- Deciding jointly with school staff how to spend funds if awarded by the state.
- Determining and prioritizing the needs of the school. Assist in recruiting and retaining other SAC members.
- Participating in efforts to encourage support for the goals and activities of the school.

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

In addition to supervising the school's Principal, the Board will oversee and supervise the business practices of the Corporation and be responsible for handling complaints and issues regarding the operation of the School. The Board will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the Board shall provide for a balanced general operating fund. The Board shall review the School's monthly financial statements and the performance of School administration at regular intervals (and provide a written evaluation per year). It shall be the Boards responsibility for ensuring retention of a CPA or auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, or monitoring a financial recovery plan in order to ensure compliance (if needed). The SAC members may participate during the all board meetings.

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

Our goal this year is to establish a parent empowerment (parental involvement plan) program that focuses on student's areas of academic need as well as establish an engaged and involved School Advisory Committee (SAC).

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

Each advisory council perform functions prescribed by regulations of the district school board; however, no advisory council shall have any of the powers and duties now reserved by law to the district school board. Each School Advisory Council (SAC) shall assist in the preparation and evaluation of the School Improvement Plan required pursuant to s. 1001.42(18)

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
Lightner, Patricia	Principal

b. Duties

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

Develop procedures for data collection, data evaluation and reporting through on-going progress monitoring processes

- Coordinate Services for students that need additional academic support
- Coordinate Services for students that need additional academic enrichment
- Evaluate overall effectiveness of Innovations' existing instructional program

D. Public and Collaborative Teaching

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

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

Professional learning communities (PLC)

Professional Learning Communities (PLC) for the staff and teachers drives the education model of the school. These learning communities provide the vehicle for staff ownership and commitment. If the staff feels that their input is valued and they are part of a greater team, they will in turn, have a greater commitment to the mission, vision and values of the school. Each month there is staff development theme, and the learning communities will address the concerns discussed at staff development events. Additional staff development opportunities will be provided for staff based on the discussions at the staff development events.

In addition to strong in house staff development, staff will be encouraged and expected to participate in District/State trainings and staff development offerings. All staff will create a personal development plan

(IPDP) with the school administration that will outline the areas needed for professional growth. In addition, new teachers will be assigned a veteran/mentor teacher for professional development. Professional development in the areas of instructional strategies for diverse learners will be required of all staff.

The very nature of the Common Core Standards when used school wide, promote collaboration for expertise with in house teachers that is foundationally backed with research and the combined expertise of the participating districts, states and other educational institutions in the Common Core Initiative.

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

Innovations will use the following strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; these strategies will be implemented on an ongoing basis by the school principal:

1. Mentoring program and partnering New Teachers with Veteran Teachers/Administrators
2. Monthly Meeting with Administration to discuss, plan, implement strategies, and lessons.
3. Detailed and comprehensive evaluation measurement of teacher performance that includes the use of classroom walkthrough performance rubric.
4. On-going individually focused professional development program

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

Innovations has identified a "Lead Teacher" to mentor and support new teachers. She is a veteran educator with a distinguished service record. In addition, we have several other instructional staff members that support her in the ongoing support of new teachers.

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

Aligned Curriculum to Florida Standards

IMS's educational programs, services and curricula helps to improve student achievement and attainment of the Florida Standards and Common Core Standards (CCS) specifically as outlined and detailed below.

IMS offers courses with the following features:

- Rigor and relevance- Following State/District specific Order of Instruction with Differentiated and Personalized Instruction toward Florida Standards
- The administrative staff will collect and analyze student performance data to determine instructional strategies and interventions necessary to improve student outcomes toward meeting Next Generation Sunshine State Standards and Common Core Standards
- Reading development integrated into core courses through reading through content areas, theme based lessons, Professional Learning Communities for collaborative lesson planning.
- Core content and electives will follow the Districts Pupil Progression Plan toward Middle School success and ultimately promotion to high school
- Honors Level courses will be available to challenge students at or above grade level

•Remediation for basic skill development to assist academically challenged students to succeed toward learning outcomes.

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

Continuous Improvement Model (CIM)

The principles of the continuous improvement model (CIM) are instilled throughout the school decision making environment. Data is collected, analyzed and dissected to determine student and school wide needs. This data drives the instructional and curricular decision making. There is continuous progress monitoring of student achievement as it relates to the CIM decisions. If a program appears not to be working based on verified student data, then the educational leaders along with teacher leaders will reconvene and modify instruction based on the data. The Plan, Do, Study, Act cycle will be implemented. Open communication in the school decision making while providing reflection time and feedback allows for improvement. This cycle offers decision makers the tools needed to adjust or change plans as needed to ensure student achievement, while adjusting for financial efficiency.

Data Driven Decision-making

IMS gathers the pertinent data relative to academic achievement of the initially enrolled students (beginning upon the first year of operation) and set goals to target the necessary areas of student performance and achievement. By using the continuous improvement model (CIM) to guide decision-making, the school guide and focus its financial efforts in the areas of the school where student improvement is most needed. All decisions are in the best interest of the students the school serves, with respect to the financial boundaries as set by enrollment and projection. The school is responsible for the success of all students enrolled, and it must meet the individual needs of the students.

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

Strategy: Extended School Day

Minutes added to school year: 3,015

IMS follows the district's annual calendar for opening, closings, and holidays. IMS offers students a 9 period daily schedule (45 minutes per period). The total instructional time per day is 405 minutes/6.75 hours per day. Therefore, this proposed schedule will give the school a total of 1215 instructional hours per school year of 180 days. Classes are offered from 8:00 to 3:00 pm. Students attend school the mandatory minutes as outline in the Florida Statutes. The school is session for 180 days in accordance to statutory requirements. The school provides extended learning opportunities for all students on Saturdays from 8:30am to 11:30pm, Summer School for low performing students, and after school tutoring services.

Strategy Rationale

Daily Enrichment Offerings

The educational program at IMS focuses on the following:

A daily schedule that is responsive to the students' individual academic, personal and social needs.

- Engaging instruction where the teacher is a direct instructor, facilitator, guide or tutor based on the instruction plan and outcomes with the overarching goal of engaging the student in their own learning through inquiry, relativity, self- discovery, project and team based learning.
- Standards based curriculum delivered in diverse ways with high expectations for all students and teachers.
- Immersion of ELL and ESE students in least restrictive environment while providing supports
- School wide literacy program and social skills development.
- Combined or multi-aged student groups working on standard based learning projects or assignments while improving personal communication and social skills.
- Staff collaboration, teacher collaboration, student collaboration, community and family collaboration for the same purpose- the best interest of each individual child; and the collection of the best interests for each individual child will produce decisions that are in the best interest of the school.

As a result, a longer school day and extending learning opportunities are needed.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lightner, Patricia, patricia.lightner@ocps.net

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

Data is collected, analyzed and dissected to determine student and school wide needs. This data drives the instructional and curricular decision making. Continuous progress monitoring of student achievement as it relates to the SIP. If a program appears not to be working based on verified student data, then the educational leaders along with teacher leaders will reconvene and modify instruction based on the data. The Plan, Do, Study, Act cycle is consistently implemented. Open communication in the school decision making while providing reflection time and feedback allows for improvement. This cycle offers decision makers the tools needed to adjust or change plans as needed to ensure student achievement, while adjusting for financial efficiency.

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, § 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

N/A

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

IMS meets high standards of student achievement in our small learning environment which includes academic, personal, social, career counseling and parent involvement components that provide a holistic approach to reducing the dropout problem. The relational learning environment meets each student's need that is customized to remove the barriers to student success.

All students are provided with a challenging, engaging, and aligned middle school/high school curriculum that adequately prepares students for high school success and acquisition of 21st century skills. A Career Cruiser course will guide students in selecting the most appropriate courses and career pathways based on each student's personal goals, interest, ambitions, and aspirations for success after high school.

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

The school embraces the challenge of educating a diverse group of students who have the factors that lead to or often predict low academic performance in middle school and beyond. Both our academic and enrichment programs are research-based and carefully designed to meet the needs of students who have fallen off track to high school graduation. The school targets students through a unique multi-facet approach to education that will prepare them to be successful in any high school and post-secondary education institution, as well as increase their overall success.

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

IMS educational program will focus on the four (4) following guiding principles also known as ABCD's:

1. Access: All students will have an equal access to high quality instruction and enrichment opportunity to ensure success.

2. Behavior: All students will be equipped with behaviors that demonstrate responsibility through service learning projects.

3. Community: All students will participate in community involvement activities to increase overall academic achievement.

4. Diversity: All students will come from diverse backgrounds. The school will represent the diversity of Orange County School District. All students will be accepted based on regardless of their ethnic, socioeconomic, academic, cultural, and geographic backgrounds.

IMS's guiding principles (Access, Behavior, Community, and Diversity) are represented by the five Core Elements of our Education Plan. The school's educational program will include the following components:

1. Rigorous Academic and Direct Instruction

- Individualized and Prescriptive Student Learning Plans (SLP)
- Florida MTSS
- Blended Lesson Planning

2. Extended Learning Components

- Course Recovery
- Extended Day Program
- Saturday School
- Summer School

3. Student Center Support Services

- Whole-child focus to improve strong partnerships with parents
- Support Services

4. Professional Development

- VAM Teacher and Staff Evaluations
- Professional Learning Communities

5. Character Education

- Service Learning Projects

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

The 2017-2018 SIR Data indicated that IMS increased their ELA learning gains by 6% (2017-2018 24% compared to 2016-2017 18%). However the 2017-2018 SIR DATA indicated that IMS decreased their Math learning gains by 2% (2017-2018 25% compared to 2016-2017 27%). Therefore, Reading and Math be the areas of need outlined in the 2018-2019 School Improvement Plan.

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.

One of the root causes in the ELA and Math learning gains are the high mobility rate of our students. The majority of the students who enrolled at the School have no or little historical academic records. The lack of data has had a negative impact on the increase of academic learning gains in both ELA and Math.

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.** At least 50% of students tested at Innovations Middle School will score proficient on the Florida Standards Assessment Mathematics and or increase their academic learning gains on the Florida Standards Assessment Mathematics by the end of 2018-2019 school year.
- G2.** At the end of the 2018-2019 academic school year, IMS will receive a Maintaining or Commendable on the SIR accountability rating scale by Florida Department of Education.
- G3.** At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels in Reading at 50% and or learning gains as measured by the Florida Standards Assessment.

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. At least 50% of students tested at Innovations Middle School will score proficient on the Florida Standards Assessment Mathematics and or increase their academic learning gains on the Florida Standards Assessment Mathematics by the end of 2018-2019 school year. 1a

G100267

Targets Supported 1b

Indicator	Annual Target
FSA Math Achievement - Black/African American	30.0
FSA ELA Achievement - SWD	42.0
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- We anticipate difficulty in engaging families and getting their active commitment.
- We anticipate difficulties motivating students/parents.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data Driven Instruction, Data Meetings/Chat, Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Increased proficiency levels in FSA Mathematics and or Mathematics learning gains by the end of the 2018-2019 school year.

Person Responsible

Patricia Lightner

Schedule

Every 3 Weeks, from 8/20/2018 to 6/30/2019

Evidence of Completion

Increased proficiency levels and or learning in Mathematics as evidence by the FSA test results in June 2019.

G2. At the end of the 2018-2019 academic school year, IMS will receive a Maintaining or Commendable on the SIR accountability rating scale by Florida Department of Education. 1a

G100268

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	55.0
ELA/Reading Gains District Assessment	50.0
Math Gains District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Mobility rates and student retention are the major barriers for Innovations. Innovations Middle plans to persist beyond all academic barriers to increase the learning gains and of all students served.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IMS will utilized the school governing board, academic support service from OCPS, and stakeholders to increase the overall learning gains of all students served.

Plan to Monitor Progress Toward G2. 8

By the end of the 2018-2019 school year, IMS will receive an Maintaining or higher in Reading and Math based on the SIR accountability scale by Florida Department of Education.

Person Responsible

Patricia Lightner

Schedule

Every 3 Weeks, from 9/13/2018 to 6/14/2019

Evidence of Completion

FSA 2018-2019 FDOE SIR Accountability Report.

G3. At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels in Reading at 50% and or learning gains as measured by the Florida Standards Assessment. 1a

G100269

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	50.0
FSA ELA Achievement - SWD	33.0
ELA/Reading Gains District Assessment	39.0

Targeted Barriers to Achieving the Goal 3

- Engaging families and getting their active commitment; difficulties motivating students/ parents; difficulties finding adequate time for feedback and teacher/ student conferencing; difficulty in arranging times for all stakeholders to meet and discuss student progress with the classroom teacher; finding the time and resources to adequately diagnose specific math difficulties.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Unit Tests/Teacher Made Assessments Benchmark Tests/Performance Matters Scientific Learning Fast ForWord Fluency Tests Edmentum Plato Software

Plan to Monitor Progress Toward G3. 8

Increased FSA ELA Reading Proficiency levels and or ELA Reading learning gains.

Person Responsible

Patricia Lightner

Schedule

Every 3 Weeks, from 8/15/2018 to 6/10/2019

Evidence of Completion

Increased proficiency levels and or learning gains on FSA ELA Reading as measured by the 2018-2019 FSA as it relates to the SIR accountability rating scale.

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. At least 50% of students tested at Innovations Middle School will score proficient on the Florida Standards Assessment Mathematics and or increase their academic learning gains on the Florida Standards Assessment Mathematics by the end of 2018-2019 school year. **1**

 G100267

G1.B1 We anticipate difficulty in engaging families and getting their active commitment. **2**

 B270176

G1.B1.S1 Title 1 Family Night and Parent Liaison **4**

 S286051

Strategy Rationale

Staff collaboration, teacher collaboration, student collaboration, community and family collaboration for the same purpose- the best interest of each individual child; and the collection of the best interests for each individual child will produce decisions that are in the best interest of the school.

Action Step 1 **5**

Title 1 Parental Involvement Team

Person Responsible

Patricia Lightner

Schedule

On 6/30/2019

Evidence of Completion

Title 1 PFEP tracking sheet

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

Monitor for Fidelity of Implementation

Person Responsible

Patricia Lightner

Schedule

On 6/30/2019

Evidence of Completion

Title 1 Artifacts

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

Percentage of Parent Involvement

Person Responsible

Patricia Lightner

Schedule

On 6/30/2019

Evidence of Completion

The evidence will be collected and uploaded the Title 1 Collaboration Site 4 times a year. The data will be initially analyzed after the January 2019 Title 1 Upload. Then it will be analyzed after the March 2018 and May 2018 upload.

G1.B2 We anticipate difficulties motivating students/parents. **2**

 B270177

G1.B2.S1 Implementation of our Token Economy System (also known as Bonus Bucks) and Positive Behavior System (PBS). **4**

 S286052

Strategy Rationale

This is help to decrease some of the early warning signs thus increasing each student overall academic success.

Action Step 1 **5**

Token Economy- Bonus Bucks Implementation and Execution

Person Responsible

Patricia Lightner

Schedule

Quarterly, from 8/14/2018 to 6/8/2019

Evidence of Completion

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

At least 50% of students tested at Innovations Middle School will score proficient and or increase their learning gains on the FSA Mathematics by the end of 2018-2019 school year as evidenced by FDOE SIR Accountability Data.

Person Responsible

Patricia Lightner

Schedule

Monthly, from 8/14/2018 to 6/21/2019

Evidence of Completion

Token Economy System (also known as Bonus Bucks) and Positive Behavior System (PBS).

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

At least 50% of students tested at Innovations Middle School will score proficient and or demonstrate learning gains on the FSA Mathematics by the end of 2018-2019 school year.

Person Responsible

Patricia Lightner

Schedule

Monthly, from 8/14/2018 to 8/14/2018

Evidence of Completion

Increased proficiency levels and or learning gains as evidence by the FSA Mathematics test results in June 2019.

G2. At the end of the 2018-2019 academic school year, IMS will receive a Maintaining or Commendable on the SIR accountability rating scale by Florida Department of Education. 1

G100268

G2.B1 Mobility rates and student retention are the major barriers for Innovations. Innovations Middle plans to persist beyond all academic barriers to increase the learning gains and of all students served. 2

B270179

G2.B1.S1 IMS will involve all parents, and stakeholders in all decision making matters. Data will drive instruction and feedback will be given in a timely manners. All interventions will be modified as needed to maximize learning gains. 4

S286054

Strategy Rationale

Staff collaboration, teacher collaboration, student collaboration, community and family collaboration for the same purpose- the best interest of each individual child; and the collection of the best interests for each individual child will produce decisions that are in the best interest of the school.

Action Step 1 5

Incorporate a School and Community Resource Coordinator to work in conjunction with the Title 1 Parent Liasion

Person Responsible

Patricia Lightner

Schedule

On 6/30/2019

Evidence of Completion

Sign in sheets and or data tracking sheets of the school and community resources offered to IMS parents.

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

School and Community Resources and Referrals

Person Responsible

Patricia Lightner

Schedule

Quarterly, from 9/3/2018 to 6/30/2019

Evidence of Completion

School and Community Resources and Referrals Data Spreadsheet

G3. At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels in Reading at 50% and or learning gains as measured by the Florida Standards Assessment. **1**

G100269

G3.B1 Engaging families and getting their active commitment; difficulties motivating students/ parents; difficulties finding adequate time for feedback and teacher/ student conferencing; difficulty in arranging times for all stakeholders to meet and discuss student progress with the classroom teacher; finding the time and resources to adequately diagnose specific math difficulties. **2**

B270180

G3.B1.S1 Regularly established MTSS meetings; Data meetings; Lesson study will focus on reading concepts (specifically for areas of need); Professional development of teacher based on students needs; Training teachers on effective use of Performance Matters software and; the use of Performance Matters to target specific activities to meet individual learning needs during centers. **4**

S286055

Strategy Rationale

Increased proficiency levels and or learning in Reading as measured by the 2018-2019 FSA as it relates to the SIR accountability rating scale.

Action Step 1 **5**

At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels and or learning gains in Reading at 50% as measured by the FSA.

Person Responsible

Patricia Lightner

Schedule

Monthly, from 8/22/2018 to 6/30/2019

Evidence of Completion

Increased proficiency levels and or learning gains as evidence by the FSA test results in June 2019.

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

At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels in Reading at 50% and or learning gains as measured by the FSA.

Person Responsible

Patricia Lightner

Schedule

On 6/20/2019

Evidence of Completion

Regularly established MTSS meetings; Data meetings; Lesson study will focus on reading concepts (specifically for areas of need); Professional development of teacher based on students needs; Training teachers on effective use of Performance Matters software and; the use of Performance Matters to target specific activities to meet individual learning needs during centers.

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

At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels in Reading at 50% and or learning gains as measured by the FSA.

Person Responsible

Patricia Lightner

Schedule

Every 3 Weeks, from 8/14/2018 to 6/21/2019

Evidence of Completion

FSA Reading test results in June 2019.

V. Professional Development Opportunities

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

G1. At least 50% of students tested at Innovations Middle School will score proficient on the Florida Standards Assessment Mathematics and or increase their academic learning gains on the Florida Standards Assessment Mathematics by the end of 2018-2019 school year.

G1.B2 We anticipate difficulties motivating students/parents.

G1.B2.S1 Implementation of our Token Economy System (also known as Bonus Bucks) and Positive Behavior System (PBS).

PD Opportunity 1

Token Economy- Bonus Bucks Implementation and Execution

Facilitator

Mr. Rasheed Ajayi

Participants

IMS Faculty and Staff

Schedule

Quarterly, from 8/14/2018 to 6/8/2019

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	Title 1 Parental Involvement Team	\$0.00
2	G1.B2.S1.A1	Token Economy- Bonus Bucks Implementation and Execution	\$0.00
3	G2.B1.S1.A1	Incorporate a School and Community Resource Coordinator to work in conjunction with the Title 1 Parent Liasion	\$0.00
4	G3.B1.S1.A1	At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels and or learning gains in Reading at 50% as measured by the FSA.	\$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.B2.S1.MA1 M422476	At least 50% of students tested at Innovations Middle School will score proficient and or...	Lightner, Patricia	8/14/2018	Increased proficiency levels and or learning gains as evidence by the FSA Mathematics test results in June 2019.	8/14/2018 monthly
G1.B2.S1.A1 A386978	Token Economy- Bonus Bucks Implementation and Execution	Lightner, Patricia	8/14/2018		6/8/2019 quarterly
G3.MA1 M422482	Increased FSA ELA Reading Proficiency levels and or ELA Reading learning gains.	Lightner, Patricia	8/15/2018	Increased proficiency levels and or learning gains on FSA ELA Reading as measured by the 2018-2019 FSA as it relates to the SIR accountability rating scale.	6/10/2019 every-3-weeks
G2.MA1 M422479	By the end of the 2018-2019 school year, IMS will receive an Maintaining or higher in Reading and...	Lightner, Patricia	9/13/2018	FSA 2018-2019 FDOE SIR Accountability Report.	6/14/2019 every-3-weeks
G3.B1.S1.MA1 M422481	At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels in Reading at 50%...	Lightner, Patricia	8/14/2018	Regularly established MTSS meetings; Data meetings;Lesson study will focus on reading concepts (specifically for areas of need);Professional development of teacher based on students needs;Training teachers on effective use of Performance Matters software and; the use of Performance Matters to target specific activities to meet individual learning needs during centers.	6/20/2019 one-time
G1.B2.S1.MA1 M422477	At least 50% of students tested at Innovations Middle School will score proficient and or increase...	Lightner, Patricia	8/14/2018	Token Economy System (also known as Bonus Bucks) and Positive Behavior System (PBS).	6/21/2019 monthly
G3.B1.S1.MA1 M422480	At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels in Reading at 50%...	Lightner, Patricia	8/14/2018	FSA Reading test results in June 2019.	6/21/2019 every-3-weeks
G1.MA1 M422478	Increased proficiency levels in FSA Mathematics and or Mathematics learning gains by the end of the...	Lightner, Patricia	8/20/2018	Increased proficiency levels and or learning in Mathematics as evidence by the FSA test results in June 2019.	6/30/2019 every-3-weeks
G1.B1.S1.MA1 M424316	Percentage of Parent Involvement	Lightner, Patricia	11/5/2018	The evidence will be collected and uploaded the Title 1 Collaboration Site 4 times a year. The data will be initially analyzed after the January 2019 Title 1 Upload. Then it will be analyzed after the March 2018 and May 2018 upload.	6/30/2019 one-time
G1.B1.S1.MA1 M424315	Monitor for Fidelity of Implementation	Lightner, Patricia	10/1/2018	Title 1 Artifacts	6/30/2019 one-time
G1.B1.S1.A1 A388308	Title 1 Parental Involvement Team	Lightner, Patricia	9/24/2018	Title 1 PFEP tracking sheet	6/30/2019 one-time
G2.B1.S1.MA1 M424317	School and Community Resources and Referrals	Lightner, Patricia	9/3/2018	School and Community Resources and Referrals Data Spreadsheet	6/30/2019 quarterly
G2.B1.S1.A1 A388309	Incorporate a School and Community Resource Coordinator to work in conjunction with the Title 1...	Lightner, Patricia	9/3/2018	Sign in sheets and or data tracking sheets of the school and community resources offered to IMS parents.	6/30/2019 one-time
G3.B1.S1.A1 A386979	At the end of the 2018-2019 school year, IMS will demonstrate proficiency levels and or learning...	Lightner, Patricia	8/22/2018	Increased proficiency levels and or learning gains as evidence by the FSA test results in June 2019.	6/30/2019 monthly