

Polk County Public Schools

Victory Ridge Academy



2017-18 School Improvement Plan

Victory Ridge Academy

427 BURNS AVE, Lake Wales, FL 33853

ourchildrensacademy.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-12	Yes	3%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	52%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Polk 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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	25
Appendix 3: Budget to Support Goals	25

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Victory Ridge Academy

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

The mission of Victory Ridge Academy is to provide children and adolescents with exceptional needs intensive, collaborative classroom-based educational and therapeutic interventions to promote independence, academic success, and community inclusion for all students.

b. Provide the school's vision statement

The mission of Victory Ridge Academy is to provide children and adolescents with exceptional needs intensive, collaborative classroom-based educational and therapeutic interventions to promote independence, academic success, and community inclusion for all students.

2. School Environment

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

Each student has an Individualized Education Plan (IEP), which is a working document. This document is updated as needed, based upon observations and evaluations. Regularly scheduled meetings are held which include staffing specialists, teachers, parents, and therapists. Our student population includes a large number of non-verbal students, which are served by our Picture Exchange (PECS) program. This fosters positive relationships for students and school staff.

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

We have a school-wide behavior management plan, with frequent professional development opportunities to maintain the program. Staff are monitored for compliance to the plan.

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

Victory Ridge Academy contracts with Alternative Behavioral Concepts to provide observations and evaluations of students and to provide staff trainings in positive behavior strategies. On our campus daily, we have a Lead Behavior Specialist and three behavior assistants to facilitate the program. The school-wide behavior plan includes a point sheet, a level system, collecting and graphing behavior, and implementation of individual student behavior plans. The point sheet is used to record points earned which are then used to purchase items from the school store. These same point sheets help determine the level the students are on, which allows them to earn field trips and special events. The behavior assistants facilitate the collection and graphing of student behavior and implementation of the student behavior plans.

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

On the VRA campus there are daily opportunities to promote healthy social-emotional experiences for all students.

Examples include:

Older students assisting younger students.

A campus-wide clean up program facilitated by classroom teachers.

Counseling of students when necessary.

Lesson plans the include appropriate behaviors in multiple situations.

Planned events that include students, parents, and teachers such as our Fall Festival, and multiple academic Title 1 parent nights.

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

All students at Victory Ridge Academy have an Individualized Education Plan (IEP). The school's admissions team works with collected data points and feedback from teacher, therapists, and parents to monitor student progress. Collected data points include: attendance, suspensions, course failure in ELA or math, and Level 1 scores on standardized assessments for ELA and math.

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	5	9	3	7	6	6	1	0	1	0	0	0	0	38
One or more suspensions	0	0	0	1	2	3	0	3	9	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

The teachers are instructed, due to all students having an Individualized Education Plan (IEP), to communicate with the student's parents/guardians on a regular basis, and enter each incidence on a communication log. This includes but is not limited to phone calls and daily use of the agenda and notes. This fosters an open line of discussion for any situation that arises, such as excessive absences, academic concerns, etc. Phone calls are logged on each incidence form and shared with all necessary staff members.

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 available at the school site.

2. Description

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

Victory Ridge Academy is very involved with the community. The staff and students take part in local Lake Wales events, and partner with local businesses, Lake Wales Chamber, Rotary, Kiwanis, Lake Wales Charter Schools by inviting them to take part in school events. The school also supports the local Care Center by taking part in the holiday food drives, and assisting them in helping needy families.

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
Johnson, Debra	Principal
Whitaker, Steve	Other
Nolen, Steven	Other

b. Duties

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

Steven Whitaker, the Executive Director, oversees our organization as a whole. Steven Nolen, Director of Operations and Human Resources, supports the school by managing all non-instructional facets of the organization. Debra Johnson, Director of Educational Leadership, facilitates the day to day operation of the school.

The Leadership Team meets weekly to discuss school progress, any issues that surface, budget concerns, and planning. We then hold a School Leadership meeting with the department heads on campus to communicate pertinent information that they will share with the remaining staff.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Initially, we review our standardized state test results to identify strengths and weaknesses. Once this process is complete we begin our school year by assessing all student data to ascertain the most appropriate next steps. The data gathered is then applied to make decisions regarding core instruction, resource allocation, teacher support systems, and small group and individual needs.

-Title I funds are used to provide parent education opportunities and instructional technology support to facilitate student learning. We currently are providing extended learning opportunities through summer programming, we added a network manager to work alongside our director of operations to help create more technology opportunities through managing our computers and network.

Throughout the school year our Title I coordinators will be providing professional development opportunities and parent involvement nights.

-Title II funds provide teacher training opportunities including necessary materials for professional development.

-ESOL at Victory Ridge is administered by our Coordinator of Assessment and student services coordinates the WIDA testing and teachers are continuously completing their requirements for becoming ESOL endorsed.

-ESE is a school-wide initiative as all of our students have IEP's. Teachers are working to help students make learning gains by offering differentiated instruction and access points for the state standards.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Student	

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

Since we are a charter school, we do not have a School Advisory Council. Instead we have a governing board that is similar to the school board of a district.

b. Development of this school improvement plan

A review of last year's data was conducted, along with a presentation which familiarized the Governing Board with the school grading system and the School Rating system. Since Victory Ridge Academy is comprised of 100% ESE population, the organization opted out of school grades and will be held to the school improvement rating which stresses learning gains. The Governing Board is in agreement with tracking learning gains for our population.

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

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

Charter schools do not receive this funding.

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

No

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

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
Johnson, Debra	Principal
Whitaker, Steve	Other
Nolen, Steven	Teacher, PreK

b. Duties

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

The Leadership Literacy Team ensure that we are reaching each student on their current level, as well as providing them with the appropriate resources to assist them in making achievement gains. Our school continues to research new programs in an effort to find the best fit for each group. This year we are using FAIR as our Progress Monitoring tool for reading. The data from each assessment will be used to facilitate data chats with teachers who will then make necessary adjustments in the classroom.

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

For the 2017-18 school year, Victory Ridge has created a new position, who will act a teacher resource for all teachers. This position will conduct weekly classroom walk-throughs to determine needs in the area of curriculum and instruction. As a result of the data gathered, professional development will be planned using one on one, small group or large group depending on the need.

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

Efforts are made to recruit and retain highly qualified, certified in-field, effective teachers by providing accurate job descriptions and evaluating applications to ensure that the applicant meets the needed criteria.

Once a teacher is hired, they are oriented to our school by our teacher resource who will provide support making sure they receive the necessary professional development to perform their duties in the classroom.

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

The teacher resouce will pair new teachers with a highly qualified, certified teacher on campus. These mentoring teachers will provide information and guidance in curriculum, and the procedures and policies of Victory Ridge Academy. New teachers will be provided time to observe highly qualified, certified teachers deliver effective teaching practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers have been provided the Polk County School District curriculum maps for their subject areas which are aligned with the standards, and the appropriate materials necessary to deliver the information to the students. These will be documented in lesson plans.

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

Initially, we review our standardized state test results to identify strengths and weaknesses. Once this process is complete we begin our school year by assessing all students with a progress monitoring tool at all grade levels to ascertain the most appropriate next steps. The data is then used to make decisions regarding core instruction, resource allocation, teacher support systems and individual student and group needs.

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: 0

Victory Ridge Academy is built upon a therapeutic/academic model. Students receive therapies as needed to further enrich their learning. Therapies include physical, speech-language, occupational, and behavioral. Planning time is provided for strong collaboration for teachers, therapists, administration and parents.

Strategy Rationale

Students that have their therapeutic needs/disabilities addressed are best able to perform academically.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Johnson, Debra, debra.johnson02@polk-fl.net

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

We monitor each one of these throughout the year with several documents. We collect the data on different timelines, with the majority on a weekly or monthly basis. There are several reports that go with each program (PECS, PCM, along with staff evaluations that reflect these components as well. The data is collected electronically or on a spreadsheet.

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

At Victory Ridge Academy, interventions begin at twelve months of age and continue through all grade levels to minimize or overcome student handicaps as defined in students' Individual Education Plan (IEP). As students reach their individual goals, recommendations are made to return them to the mainstream student population at their home school. Students with more severe complications may continue in the program to further facilitate their individual development.

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

Our high school students are scheduled in a classroom that teaches academics through life skills. Students are exposed to different career possibilities and are involved in CBI trips that are appropriate.

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

We are a combined school, with Pre-K 1 through age 22. We continue to develop career programs appropriate for our population.

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

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

1617_FSAA_Scores.xlsx
FSAA 16-17 scores
Spr17_(53-8143)_Our_Children_s_Academy.pdf
16-17 FSA ELA/Math scores
Access_ELL.xlsx
16-17 ELL scores

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.

At Victory Ridge Academy we work hard to meet the physical, emotional, social, and educational needs of our students. We realize our scores show great areas for improvement, but believe that our students have the ability to succeed in school and life. Our students need extra help in all core academic areas and we want to continue with early interventions in our primary grades as well as our students who take state assessments in our upper grades.

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.

After looking at the data from our 16-17 FSA/FSAA/ELL test scores we recognize that we should provide learning opportunities for our students during a summer program due to the loss of content over the summer months. We also recognize that we need to incorporate more technology in the classroom and, using Title 1 funds, have brought on a network manager to assist our Director of Operations with replacing computers, updating equipment, and maintaining the functionality of our computer network. Professional development opportunities are provided for our teachers and staff. We also provide activities throughout the year for parents and families to help increase our parent involvement with PECS night (for nonverbal students), STEM program, behavior night, and therapist Q&A night.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve attendance for parent involvement by 20% during the 2017-2018 school year as compared to the 2016-2017 school year.
- G2.** Enhance technology package for students, teachers, and staff by adding a network manager.
- G3.** Enhancing our professional development for teachers and staff.
- G4.** Provide extended learning opportunities through the summer program in June 2017 to maintain and enhance student academic and therapeutic gains.
- G5.** Meet with each teacher following each progress monitoring period to review student data and set specific goals for individual students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve attendance for parent involvement by 20% during the 2017-2018 school year as compared to the 2016-2017 school year. 1a

G092465

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	20.0

Targeted Barriers to Achieving the Goal 3

- Provide meaningful events and informational sessions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent program coordinators

Plan to Monitor Progress Toward G1. 8

Collection of attendance records and survey results

Person Responsible

Debra Johnson

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Report on collection of attendance records and survey results

G2. Enhance technology package for students, teachers, and staff by adding a network manager. 1a

G092356

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	300.0

Targeted Barriers to Achieving the Goal 3

- Current network and technology available.

Resources Available to Help Reduce or Eliminate the Barriers 2

- New hire, network manager.

G3. Enhancing our professional development for teachers and staff. 1a

G092355

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	61.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Progress Monitoring PD, IEP Training, Effective Parent Conferencing, Teacher Induction process, Technology training, and Professional Crisis Management.

G4. Provide extended learning opportunities through the summer program in June 2017 to maintain and enhance student academic and therapeutic gains. 1a

G092341

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	15.0
FSAA Mathematics Achievement	15.0
FSA ELA Achievement - ELL	15.0
FSA ELA Achievement	15.0
FSA Mathematics Achievement	15.0

Targeted Barriers to Achieving the Goal 3

- Lack of student support at home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Summer employment of teachers and paraprofessionals
- Supplies for summer extended learning opportunities

Plan to Monitor Progress Toward G4. 8

Next years score reports and progress monitoring data.

Person Responsible

Debra Johnson

Schedule

On 5/24/2018

Evidence of Completion

Score reports and progress monitoring data.

G5. Meet with each teacher following each progress monitoring period to review student data and set specific goals for individual students. 1a

G090654

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Improve attendance for parent involvement by 20% during the 2017-2018 school year as compared to the 2016-2017 school year. **1**

 G092465

G1.B1 Provide meaningful events and informational sessions **2**

 B247809

G1.B1.S1 Plan and implement meaningful parent sessions **4**

 S261108

Strategy Rationale

Parents need more information to continue working with special needs students at home to provide consistency

Action Step 1 **5**

Plan and implement parent informational sessions

Person Responsible

Debra Johnson

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Parent attendance

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

Parent attendance, survey comments and staff observations

Person Responsible

Debra Johnson

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Parent attendance records at events, survey results

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

Report on collection of attendance records and survey results

Person Responsible

Debra Johnson

Schedule

Annually, from 8/15/2017 to 5/25/2018


Evidence of Completion

Report on collection of attendance records and survey results


G2. Enhance technology package for students, teachers, and staff by adding a network manager. 1

 G092356

G2.B1 Current network and technology available. 2

 B247460

G2.B1.S1 Improve the current technology package for classrooms. 4

 S260710

Strategy Rationale

Hired a network manager to help director of operations

Action Step 1 5

Hire a network manager to help improve our technology implementation and support at the school.

Person Responsible

Steven Nolen

Schedule

Annually, from 7/20/2017 to 6/19/2018

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G4. Provide extended learning opportunities through the summer program in June 2017 to maintain and enhance student academic and therapeutic gains. 1

G092341

G4.B1 Lack of student support at home. 2

B247400

G4.B1.S1 Provide a summer learning program for extended learning opportunities. Continue to work on academics and provide therapies to students in an unique environment. 4

S260709

Strategy Rationale

To maintain and enhance student academic and therapeutic gains made during the school year. Students perform best when provided consistent access to programs.

Action Step 1 5

Develop, staff, and implement summer extended learning opportunities

Person Responsible

Debra Johnson

Schedule

On 6/28/2018

Evidence of Completion

Daily schedules and attendance

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Daily monitoring of classrooms

Person Responsible

Debra Johnson

Schedule

On 6/28/2018

Evidence of Completion

Daily attendance and lesson plans; observation

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Notes from observations, parent interactions

Person Responsible

Debra Johnson

Schedule

On 6/28/2018

Evidence of Completion

Notes from observations, parent interactions

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1 M364281	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M364277	[no content entered]		No Start Date		No End Date one-time
G4.MA1 M364253	Next years score reports and progress monitoring data.	Johnson, Debra	8/10/2017	Score reports and progress monitoring data.	5/24/2018 one-time
G1.MA1 M365169	Collection of attendance records and survey results	Johnson, Debra	8/15/2017	Report on collection of attendance records and survey results	5/25/2018 annually
G1.B1.S1.A1 A344217	Plan and implement parent informational sessions	Johnson, Debra	8/15/2017	Parent attendance	5/25/2018 annually
G1.B1.S1.MA1 M365167	Parent attendance, survey comments and staff observations	Johnson, Debra	8/15/2017	Parent attendance records at events, survey results	5/25/2018 annually
G1.B1.S1.MA1 M365168	Report on collection of attendance records and survey results	Johnson, Debra	8/15/2017	Report on collection of attendance records and survey results	5/25/2018 annually
G2.B1.S1.A1 A343458	Hire a network manager to help improve our technology implementation and support at the school.	Nolen, Steven	7/20/2017		6/19/2018 annually
G4.B1.S1.MA1 M365146	Notes from observations, parent interactions	Johnson, Debra	6/4/2018	Notes from observations, parent interactions	6/28/2018 one-time
G4.B1.S1.MA1 M365145	Daily monitoring of classrooms	Johnson, Debra	6/4/2018	Daily attendance and lesson plans; observation	6/28/2018 one-time
G4.B1.S1.A1 A344199	Develop, staff, and implement summer extended learning opportunities	Johnson, Debra	6/4/2018	Daily schedules and attendance	6/28/2018 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Plan and implement parent informational sessions				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	8143 - Victory Ridge Academy	Title, I Part A		\$2,000.00
	2110	100-Salaries	8143 - Victory Ridge Academy	Title, I Part A		\$5,500.00
			<i>Notes: Title I Coordinators' stipends</i>			
2	G2.B1.S1.A1	Hire a network manager to help improve our technology implementation and support at the school.				\$40,775.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	8143 - Victory Ridge Academy	Title, I Part A	1.0	\$40,775.00
3	G4.B1.S1.A1	Develop, staff, and implement summer extended learning opportunities				\$20,112.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	8143 - Victory Ridge Academy	Title, I Part A		\$18,112.00
	1110	510-Supplies	8143 - Victory Ridge Academy	Title, I Part A		\$2,000.00
					Total:	\$68,387.00