



2015-2016 ANNUAL REVIEW

CAREER ACADEMY SOUTH BEND MIDDLE SCHOOL

Evaluated By:
Lindsay Omlor, Director of Charter Schools

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OVERVIEW

In order to ensure our schools are operating at the highest level possible, Education One conducts an Annual Review of each of its schools, specifically assessing the school's Academic, Finance and Governance capabilities. The Annual Review report is a compilation of three key components:

- 1) Document Review
- 2) Routine Site Visits
- 3) Survey Analysis

Evidence of these items is collected throughout the school year and indicators are reported to the school's Board of Directors in routine monthly meetings. Through continuous monitoring, Education One is able to identify trends in data overtime, and address key areas of concern/highlight key areas of success on a more frequent basis. While this process involves a significant time commitment, Education One believes that this high level of accountability, coupled with strong collaboration, will allow our schools to best meet the needs of the student populations they serve.

Annual Review reports are presented to key stakeholders, including but not limited to: the School Board Chair, School Leader, and EMO/Superintendent (*if applicable*). A final copy of each school's Annual Review report can be found on our website: www.education1.org

PART I: Academic Performance

The Annual Academic Performance Review gauges the academic success of schools in serving their target populations and closing the achievement gap. Part I of this review consists of eight indicators designed to measure how well a school's student population performs and grows on state standardized tests, attendance, and school-specific measures. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
	Does Not Meet Standard				

Is the school's educational program successful?		
Performance Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues; or the school requires an Improvement Plan
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school complies with and presents no concerns in the sub-indicators below
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below

Sub-Indicator Ratings	Sub-indicators	Rating
	ISTEP+ Participation Rate	MS
	Attendance Rate	MS
	IDOE Accountability Grade	N/A <small>*YEAR 1 – NO DATA</small>
	Legacy Data	N/A <small>*YEAR 1 – NO DATA</small>
	Indiana Growth Model	N/A <small>*YEAR 1 – NO DATA</small>
	Value Added (NWEA)	DNMS
	Instruction	DNMS
	Comparison to Surrounding Schools	N/A <small>*YEAR 1 – NO DATA</small>

ISTEP+ Participation Rate: ISTEP+ Participation rate calculations are used for state and federal reporting and accountability determinations. Education One requires an ISTEP+ participation rate of at least 95% in order to meet standard. Career Academy South Bend Middle School (CASB-MS) had an average participation rate of 98% for the 2015-16 school year, and thus, **Meets Standard** according to their Accountability Plan Performance Rubric.

Attendance Rate: Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Career Academy South Bend Middle School has an aggregate attendance rate of 96.3%. The majority of grade levels are well above the 95% standard, with all grade levels relatively close to achieving this metric. CASB-MS receives **Meets Standard** according to their Accountability Plan Performance Rubric.

Grade Level Attendance Breakdown		
5 th Grade	97.9%	✓
6 th Grade	97.6%	✓
7 th Grade	95.1%	✓
8 th Grade	94.2%	✗
Overall Average	96.3%	✓

IDOE Accountability Grade: Because 2015-16 was Career Academy South Bend Middle School's first year of operation, state Accountability data is not yet available for this school. Thus, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For more information including the history of Indiana's Accountability Grade System from the Indiana Department of Education, visit: <http://www.doe.in.gov/accountability/history-indiana%E2%80%99s-accountability-system>

Legacy Data: As previously mentioned, 2015-16 was Career Academy South Bend Middle School's first year of operation, and therefore, there are no students who have been enrolled in the school for two or more years. For this sub-indicator, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

Indiana Growth Model: 2015-16 was Career Academy South Bend Middle School's first year of operation, and therefore, Indiana Growth Model data is not yet available for this school. Therefore, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

Value Added: Education One requires all of the schools in our portfolio to measure student progress multiple times throughout the school year, using a tool selected by each individual school. CASB-MS utilizes Northwest Evaluation Association (NWEA) to effectively measure student achievement at the beginning, middle and end of the school year.

The charts below indicate the average performance in each grade level at CASB-MS, in comparison to the mean grade level norms, set by NWEA. While NWEA does measure student growth using a range which includes the standard deviation to account for dispersion, the norms in the tables below have a very straightforward interpretation. The columns marked "Grade Level Norms" are indicative of the "End of Year" mean score in each grade level. The columns marked "Met Growth Target" indicate the expected rate of academic growth and whether or not grade level growth norms were met for the year.

NWEA Fall to Spring Comparison - Reading				
Grade Level	Mean RIT Score – FALL	Mean RIT Score – SPRING	Grade Level Norms	Met Growth Target
5 th Grade	201.0	206.1	211.8	✗
6 th Grade	201.0	201.2	215.8	✗
7 th Grade	204.5	213.3	218.2	✓
8 th Grade	212.3	220.3	220.1	✓

NWEA Fall to Spring Comparison – Math				
Grade Level	Mean RIT Score – FALL	Mean RIT Score – SPRING	Grade Level Norms	Met Growth Target
5 th Grade	201.5	210.6	221.4	✗
6 th Grade	203.9	211.3	225.3	✗
7 th Grade	216.4	221.2	228.6	✗
8 th Grade	222.3	229.7	230.9	✓

NWEA Fall to Spring Comparison – Language Usage				
Grade Level	Mean RIT Score – FALL	Mean RIT Score – SPRING	Grade Level Norms	Met Growth Target
5 th Grade	N/A	N/A	211.5	N/A
6 th Grade	N/A	N/A	215.3	N/A
7 th Grade	210.4	213.6	217.6	✗
8 th Grade	213.4	216.6	219.0	✓

On average, CASB-MS met the Grade Level Growth Norms in four of the ten categories assessed, or 40%, according to NWEA. Therefore, the school **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

For more information on NWEA, visit their website at: <https://www.nwea.org/>

Instruction: High quality curriculum, coupled with highly effective teachers, ensure a student’s academic success. Therefore, Education One evaluates each of the schools in our portfolio to measure the quality of the school’s instructional practices. Does the school effectively implement its curriculum? Focus instruction on core learning objectives? Appropriately pace lessons to ensure high levels of rigor and challenge? Implement a variety of differentiated strategies to engage a wide range of student interests, abilities and learning needs? Provide students with timely feedback in order to help them improve their instructional practices? These items are measured through monthly school site visits, which include classroom walk-throughs and observations.

Based on the qualitative evidence collected throughout the 2015-16 school year, Career Academy South Bend Middle School receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

Comparison to Surrounding Schools: Because 2015-16 was Career Academy’s first year of operation, state Accountability data is not yet available for this school. Thus, the school receives a rating of **Not Applicable** on their Accountability Plan Performance Rubric.

PART II: Financial Review

The Annual Financial Review gauges both short term financial health as well as long term financial sustainability, while accounting for key financial reporting requirements. Part II of this review consists of seven indicators designed to measure the overall financial viability of a school. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
	Meets Standard				

Is the organization in sound fiscal health?		
Performance Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school complies with and presents no concerns in the sub-indicators below
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below

Sub-Indicator Ratings	Sub-indicators	Rating
	Financial Management	MS
	Enrollment Variance	DNMS
	Current Ratio	MS
	Days Cash	MS
	Debt Default/Delinquency	MS
	Debt to Asset Ratio	MS
	Debt Service Coverage	MS

Financial Management: CASB-MS **met standard** on its audit, as Fitzgerald Isaac, the school's auditors, identified no significant deficiencies or material weaknesses with the school's financial controls.

The school also **met standard** in regards to its financial reporting requirements for timely submission of quarterly financial statements. Moreover, the school turned 100% of its financial documents into Education One in a timely manner.

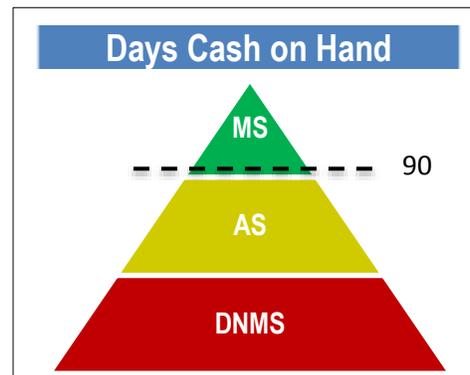
For these reasons, the school receives a rating of **Meets Standard** for the 2015-16 school year.

Enrollment Variance: Indiana calculates its state tuition support for schools two times per year. According to the Indiana Department of Education, CASB-MS had an enrollment count of 379 students as of September 2015 and an enrollment count of 378 students as of February 2016. This sub-indicator is calculated by averaging the number of students enrolled in the school on the February 2016 Count Day with the number of students enrolled at the time of the September 2015 Count Day. Therefore, the school had an average annual enrollment of 378.5 for the 2015-16 school year.

Unfortunately, SASB never submitted a board approved budget to Education One for the 2015-16 school year. Therefore, Enrollment Variance cannot be calculated for the school, and SASB receives a rating of **Does Not Meet Standard** for this indicator.

Current Ratio: With regard to its current ratio, the school's Board Chair, Lawrence Garatoni, submitted a written statement of assurance to Education One on August 11, 2015 that guarantees funds will be provided to cover any capital expenditures or operating deficits of the school through June 30, 2022. This commitment is binding for the Garatoni-Smith Family Foundation both during and after the tenure of Lawrence Garatoni as Board Chair. Based on this, the school's current assets (cash or other assets that can be accessed in the next 12 months) exceed its current liabilities (debt obligations due in the next 12 months) with a ratio of 1.10 or greater and therefore, the school **Meets Standard** according to their Accountability Plan Performance Rubric.

Days Cash: Additionally, Education One also calculates days cash on hand as an important measure of a charter school's fiscal health. This metric indicates how many more days after June 30, 2016, the school would be able to operate. Noting the aforementioned written statement of assurance submitted by Lawrence Garatoni, Board Chair, CASB-MS receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.



Debt Default/Delinquency: This metric is determined by both the auditors' comments in the audited financial statements and contact with the school's creditors. In the case of Career Academy South Bend Middle School, neither its auditors nor its creditors provided any indication that the school had defaulted on its debt obligations. Based on the summary of these sub-indicator ratings, CASB-MS receives a rating of **Meets Standard** according to their Accountability Plan Performance Rubric.

Debt to Asset Ratio: The school **Meets Standard** for the debt to asset ratio sub-indicator, due to the aforementioned written statement of assurance, indicating the school's debt to asset ratio would be less than 9.0.

Debt Service Coverage: Lastly, the school **Meets Standard** for debt service coverage, based on the aforementioned written statement of assurance, which notes that the school has adequate net income to support its debt service through June 30, 2022.

PART III: Board Governance and Leadership

The Annual Governance and Leadership Review gauges the academic and operational leadership of schools. Part III of this review consists of three indicators designed to measure how well school administration and the school’s Board of Directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations. All Sub-Indicators are noted in the school’s Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
	Approaching Standard				

Is the organization effective and well-run?		
Performance Targets	Does not meet standard	The school board/leadership team present concerns in a majority of the sub- indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school board/leadership team present concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school board/leadership team comply with and present no concerns in the sub-indicators below
	Exceeds standard	The school board/leadership team consistently and effectively comply with and present no concerns in the sub-indicators below

Sub-Indicator Ratings	Sub-indicators	Rating
	Academic Leader Review	DNMS
	Governance	AS
	Charter Accountability Reporting Requirements	MS

Academic Leader Review: Career Academy South Bend Middle School is a part of the Career Academy South Bend Network (CASB-Network), which oversees three schools in South Bend. During the 2015-16 school year, the network delegated daily oversight obligations to Paul Schlottman, Superintendent for all three schools, as well as to two School Leaders. The Superintendent, along with the School Leaders and supporting staff, support each of the three schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology. Members of the network leadership team all demonstrate sufficient academic and operational expertise.

During the 2015-16 school year, Lydia Jagger served as the primary School Leader of CASB-MS, with Dean Fecher overseeing fifth and sixth grade. These School Leaders, were primarily responsible for academic and instructional development, state and authorizer reporting requirements, special education oversight and student discipline. Both Ms. Jagger and Mr. Fecher have experience teaching and leading within and outside the network, and have demonstrated strong academic leadership capabilities.

However, this collaborative leadership approach requires improvement. Because CASB-MS rents space from both the elementary school and high school, the middle school is often lost, routinely grouped based on the needs of the two aforementioned schools. In order for this school to be successful, it is imperative that the school be recognized as its own entity and treated accordingly to ensure a process of continuous improvement, oversight, professional development opportunities for staff, and the appropriate selection of curricular programs that are both effective and engaging for middle school students.

Likewise, classroom and behavior management concerns continue to be an issue at CASB-MS that has not appropriately been addressed. Routine behavioral disruptions have led to decreased opportunities for learning in the classroom, and have hindered student growth. A strong disciplinary plan, with clear and concise action steps for students and staff needs to be implemented in order to see immediate improvement in this area. Consistent monthly classroom walk-throughs for staff also need to occur, ensuring all middle school staff are provided with appropriate growth oriented feedback after each walk-through. At minimum, monthly tracking of teacher preparedness, planning, and effectiveness should take place, including targeted follow-up for any underperforming teachers.

State compliance is also a concern at CASB-MS, specifically in regards to teacher licensure and having an uninterrupted reading block of 90+ minutes. Highly qualified and effective teachers must be in place in order to increase rigor, improve differentiated instructional strategies and effectively target core learning objectives.

During the 2015-16 school year, both Ms. Jagger and Mr. Fecher have been consistent in providing information to and consulting with the schools' board of directors, Education One, and other key stakeholders. They attend all CASB-Network board meetings as well as monthly meetings with the Managing Director of Education One. During these meetings, they provide detailed updates pertaining to student performance, student recruitment and retention, school initiatives and major events.

Overall, CASB-MS receives a rating of **Does Not Meet Standard** for school leadership.

Governance: The Board of Directors for CASB-Network is active, experienced, and provides competent oversight for the three schools, with a clear understanding of the mission and vision of the network. The board holds all of its meetings in compliance with Indiana's Open Door Law and adheres to the policies and procedures set forth in the by-laws and its charter.

The CASB-Network board is currently comprised of 9 members. The board recruits and selects members that are knowledgeable, including individuals with experience in finance, education, community engagement and business. These board members represent diverse skill sets, and act in the best interest of the school; demonstrating a clear understanding of and commitment to the mission of CASB-Network, to provide all students – regardless of past academic performance – with a rigorous education that prepares them for college and/or careers. However, the board lacks an individual with legal expertise, and while two members of the board do have experience working in education, neither of these members have educational experience working with grades K-8.

During the 2015-16 school year, the board was very active in the community and worked to secure financial resources as well as additional community partnerships to support expansion and the implementation of mission-aligned programs. The board also demonstrated effective interactions with the Superintendent and School Leaders that was conducive to the success of the schools; including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, engaging the school leader in school improvement plans and establishing clear objectives, priorities, and goals.

Regarding governance operations, board meetings were scheduled monthly, however, meetings were routinely cancelled or changed with little to no notice. From July 2015 to June 2016, the board had 12 opportunities to meet, but met only 6 times or 50%. However, when regularly scheduled board meetings did take place, the CASB-Network board typically met quorum, and maintained high levels of attendance, with very few directors absent at each meeting. Board meeting minutes were provided to Education One in a timely manner and included all necessary information as per Indiana’s Open Door Law.

The Board Chair for the CASB-Network maintained consistent and transparent communication with Education One, leading to a positive and collaborative relationship between the two entities. However, often times the primary communication between Education One and the CASB-Network was delegated to the school’s Superintendent. Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies were routinely not communicated to Education One; specifically regarding incidents with the Indiana Department of Education and/or community concerns and complaints. Deadlines regarding School Leader evaluations were not met during the mid or end of year evaluation windows, and email communications regularly went unanswered, making it difficult to collaborate effectively.

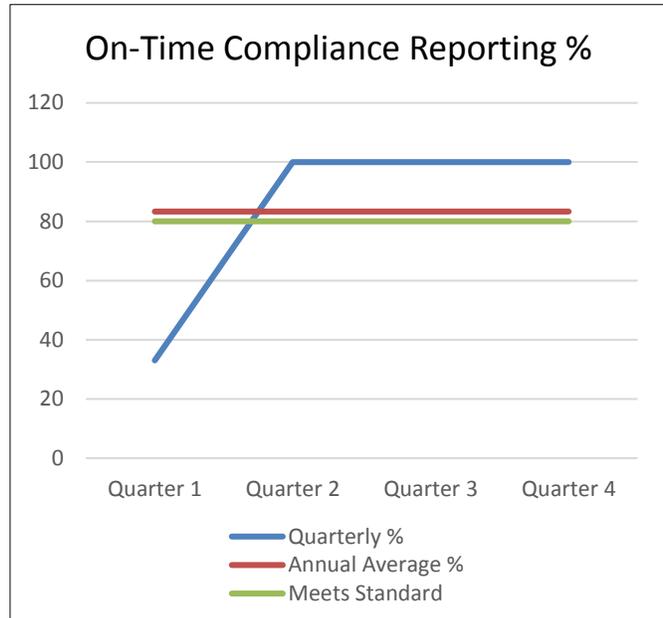
It is also worth noting that the CASB-Network board has yet to develop a system for assessing its own performance throughout the year, preventing the board from objectively measuring its effectiveness at the close of each school year.

The CASB-Network board has created a positive and collaborative working relationship with the network leadership team, and with Education One. However, due to the need for improved communication, the lack of a formalized self-evaluation tool for the board, regular adjustments to the board meeting schedule and need for additional board development, the Career Academy South Bend Network board receives a rating of **Approaching Standard** according to their Accountability Plan Performance Rubric.



Charter Accountability Reporting Requirements:

During the 2015-16 school year, CASB-MS Principal, Ms. Jagger was primarily responsible for submitting compliance documents to Education One. Documents such as employee spreadsheets, board meeting minutes, academic data, and quarterly reports were routinely submitted on-time. State reporting documents were submitted in accordance with state law. CASB-MS maintained compliance with all material sections of its charter and submitted amendments as applicable. Ms. Jagger was consistently actively engaged in meetings with Education One and maintained sufficient communication with Education One between scheduled meetings. Thus, CASB-MS receives a rating of Meets Standard for compliance obligations.



PART IV: School Climate

The Annual School Climate Review gauges the culture of schools in meeting the needs of students, staff, and parents in order to ensure overall effectiveness. Part IV of this review consists of two indicators designed to measure how well a school is providing the appropriate conditions for stakeholder success. All Sub-Indicators are noted in the school's Accountability Plan Performance Rubric.

Overall Rating	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
	Does Not Meet Standard				

Is the school providing appropriate conditions for student and staff success?		
Performance Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues
	Meets standard	The school complies with and presents no concerns in the sub-indicators below
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below

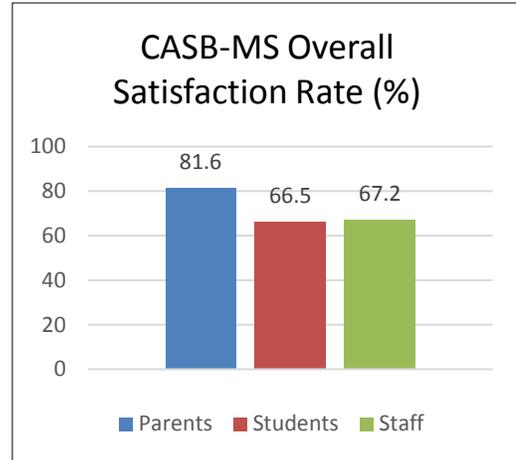
Sub-Indicator Ratings	Sub-indicators	Rating
	School-wide Satisfaction	DNMS
	Survey Participation	N/A

School-wide Satisfaction: In order to gauge school-wide satisfaction amongst stakeholders, including parents, students and staff, Education One requires all of the schools in its portfolio to administer an annual survey, created and analyzed by a third party provider. The survey measures overall satisfaction with the school, effectiveness of communication, safety of the school environment and student/staff/parent interactions.

The results of the third party survey, conducted during Spring 2016, were generally positive. While a survey for CASB-MS was not individually conducted, an average of the SASB and CASB-HS results show that CASB-MS was **meeting standard** regarding communication with parents, with 81.6% of parents reporting overall satisfaction with the school.

In regards to communication with students, 66.5% of students reported satisfaction, indicating that they preferred attending CASB-MS in comparison to their previous school. The school **does not meet standard** in this sub-indicator.

Finally, the survey results showed that 67.2% of staff reported feeling a sense of job satisfaction, which **does not meet standard**.



Overall, CASB-MS receives a rating of **Does Not Meet Standard** according to their Accountability Plan Performance Rubric.

Survey Participation: While survey participation is not a metric that is calculated in the Accountability Plan Performance Rubric, understanding the survey’s population size as well as sample size is valuable in determining the validity of the overall survey. A school’s population size is the total number of people in the group you are trying to reach with your survey. The sample size is the number of completed responses the survey receives. Unfortunately, survey results for grades 5-8 were not available for CASB-MS for the 2015-16 school year, as 5th-6th grade results were compiled with the results of Success Academy South Bend and 7th-8th grade results were included in Career Academy South Bend High School’s results.

SASB Survey Participation			
Stakeholder Group	Population Size Total # of Possible Respondents	Sample Size # of Respondents	% of Survey Participation
Parents*	N/A	N/A	N/A
Students**	N/A	N/A	N/A
Staff	N/A	N/A	N/A

Overall, student, staff, and parent participation rates for SASB were relatively low and Education One would like to see increased participation in future surveys conducted. The school receives a rating of **Not Applicable** for this sub-indicator.

PART V: Next Steps

Does the school or organization require interventions moving forward?

Overall, 2015-16 was a difficult year for Career Academy South Bend Middle School. The school struggled with effective hiring, implementing rigorous academic and behavior programs, and appropriately separating itself from both the elementary and high school in order to ensure a process of continuous improvement and oversight.

For these reasons, CASB-MS will require the implementation of a school improvement plan, which will be required by Education One throughout the 2016-17 school year. Monitoring of this improvement plan will occur monthly, in conjunction with the school’s Accountability Plan Performance Rubric. Non-compliance with this plan, or the untimely submission of documentation to Education One, could result in revocation of the school’s charter agreement.

<p>School Improvement Requirements</p> <p><i>What interventions are necessary for school improvement?</i></p>	<p>Monitoring Frequency and Duration</p> <p><i>How often should progress be measured and for how long?</i></p>	<p>Necessary Documentation for Education One</p> <p><i>What evidence will Education One collect to measure improvements?</i></p>
As Determined by Education One		
<p>Implementation of a Teacher Improvement Plan (TIP) for all teachers which, at a minimum, includes student growth goals for E/LA, Math and Behavior Management – <i>a more rigorous plan should be implemented for any teacher rated as Developing or Ineffective according to RISE</i></p>	<p>Frequency: At least three times per year (fall, winter, spring), with more frequent monitoring as needed</p> <p>Duration: Throughout the 2016-17 school year</p>	<p>Copy of all completed and updated Teacher Improvement Plans, submitted by the following dates:</p> <p>September 15, 2016 January 15, 2017 May 15, 2017</p>
<p>Lesson plan collection and feedback (from coaching staff or academic leader) for any teacher rated as Developing or Ineffective according to RISE</p>	<p>Frequency: Weekly – All feedback should be provided to teachers prior to the week of implementation</p> <p>Duration: Throughout the 2016-17 school year</p>	<p>Copy of weekly teacher lesson plan feedback, submitted monthly</p>
<p>Routine classroom observations of all teachers</p>	<p>Frequency: Weekly –</p> <p>Duration: Throughout the 2016-17 school year</p>	<p>Copy of classroom observation notes, submitted monthly</p>
<p>Attendance of school leadership at weekly middle school data meetings</p>	<p>Frequency: Weekly</p> <p>Duration: Throughout the 2016-17 school year</p>	<p>Collaboration notes following each middle school data meeting</p>

Attendance of 80% of families at parent/teacher conferences (phone conferences acceptable for parents who are unable to attend)	<p>Frequency: As scheduled</p> <p>Duration: Throughout the 2016-17 school year</p>	Parent/Teacher Conference Percentages submitted after each scheduled conference date
Separate and distinct data collection for all items submitted to Education One, including but not limited to: academic performance data and staff/student/parent survey data	N/A	N/A
Routine monitoring of school improvement by the school's Board of Directors	N/A	N/A
As Determined by CASB-MS Staff		
Minimum of 90 minutes of daily Reading and Math blocks	<p>Frequency: Daily</p> <p>Duration: Throughout the 2016-17 school year</p>	Copy of daily school schedule
Guided Reading and Smekens Professional Development – with plan for consistent follow-up at least twice throughout the school year, and clear plan to monitor effectiveness of implementation	<p>Frequency: As scheduled (minimum of 3 sessions during the 2016-17 school year)</p> <p>Duration: Throughout the 2016-17 school year</p>	Copy of Professional Development calendar, including plan for monitoring implementation effectiveness
Implementation of Leveled Literacy Intervention through Grade 6	<p>Frequency: As scheduled</p> <p>Duration: Throughout the 2016-17 school year</p>	Monthly data submitted noting student gains in LLI reading levels
Self-Containment of 5 th and 6 th grade classes	<p>Frequency: As needed</p> <p>Duration: Throughout the 2016-17 school year</p>	N/A
Additional hiring of Math Intervention Specialists	N/A	N/A

