Madison County High School

2015-16 School Improvement Plan

Madison County High School

2649 W US HIGHWAY 90, Madison, FL 32340

http://mchs.madison.k12.fl.us/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	C	B	A

Preliminary 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 was approved by the Madison County School Board on 12/1/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Madison County High School is to provide an excellent, high quality education for the rapidly growing and geographically diverse student population of Madison County. We will continue building a brighter future as we prepare our students to become college and career ready in addition to becoming lifelong learners.

Provide the school's vision statement

Every student can graduate from high school, meeting high standards and prepared for college and/or the workplace with college credits or industry certifications.

School Environment

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

Each class and their parents meet with counselors, staff and administration once a semester to review policies and answer any questions. School advisory council meets monthly.

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

Staff is on duty before school, after school and between classes to ensure a safe and orderly environment and to answer any questions that students may have.

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

Students are given the Code of Student Conduct at the beginning of the school year and is reviewed with the students by their teachers and in class meetings with the school administration.

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

The school guidance counselors are available to meet with student regarding their social or emotional needs. Our counselors can refer students to contracted counselors if necessary.

Early Warning Systems

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

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

? Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
? One or more suspensions, whether in school or out of school

? Course failure in English Language Arts or mathematics
? Course failure with a grade of D or F in any course
? Grade point average below 2.0 for any grade level
? A Level 1 score on the statewide, standardized assessments in English Language Arts

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	56	49	69	93	267
One or more suspensions	38	26	27	8	99
Course failure in ELA or Math	36	28	34	28	126
Level 1 on statewide assessment	41	53	51	24	169
Grade point average below 2.0 for any grade level	33	29	25	7	94
Course failure with a grade of D or F in any course	59	55	84	41	239

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	33	30	32	20	115

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

• Individual Counseling through partnered agencies
• Positive Behavior Support Reward Systems based on grades, attendance, and discipline
* Parental Contact

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/205211.

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

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

Parents, students and community members are invited and encouraged to participate in our school advisory council.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Killingsworth, Ben	Principal
Barnes, Valencia	Assistant Principal
Agner, Coleen	Administrative Support
Hicks, Caulette	Teacher, K-12
Kalinowski, Lea	Teacher, K-12
Williams, Roderick	Assistant Principal
Fletcher, Catherine	Guidance Counselor
Fletcher, Jason	Teacher, K-12
Gudz, Brigitte	Teacher, K-12
Johnson, Sheena	Teacher, K-12
hawkins, marcus	Teacher, K-12

Duties

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

The MCHS RtI and Leadership teams review early warning systems data monthly to troubleshoot any areas of concern with students, teachers, policies, and processes. Data is reviewed by area and department. Each academic coach and administrator reviews areas of progress and concern with their academic team.

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

MTSS – Early warning systems data is reviewed monthly to identify students in need of intervention. The data is also used to identify teachers who may be in need of more support. SIT Meetings are held with students who are identified as being at risk.
Title 1, Part A: Linton Hart spends one day a week at the high school supporting the guidance counselors contacting parents.
One math teacher is paid using SAI funds as are our summer school teachers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Dansey	Parent
Marcus Hawkins	Business/Community
Merv Mattair	Business/Community
Jennifer Fulmer	Parent
Ben Killingsworth	Principal
Geraldine Wildgoose	Education Support Employee
Barbara Dansey	Parent
Linton Hart	Education Support Employee
Kris Kuhl	Business/Community
Martin Lee	Parent
Myasia Arnold	Student
Makeela Hawkins	Student
Valencia Barnes	Education Support Employee
Coleen Agner	Teacher
Rose McHugh	Teacher

Duties

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

Evaluation of last year's school improvement plan

To be conducted at the first SAC meeting of the 15-16 school year

Development of this school improvement plan

The SIP was reviewed by the SAC during their Sep. 10 meeting. They were in agreement with it but added more to the parent involvement section, requesting additional parent communications. They made suggestions that were added to the appropriate section of the SIP. Membership for asked for and received an digital copy for additional review.

Preparation of the school's annual budget and plan

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

Rewards for student achievement and successes.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Barnes, Valencia	Assistant Principal
Agner, Coleen	Administrative Support
Hicks, Caulette	Teacher, K-12
Johnson, Sheena	Teacher, K-12
Kalinowski, Lea	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

NGCARPD, writing across the curriculum and novel studies in the reading classes.

Public and Collaborative Teaching

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

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

Teachers meet by department after school once a week.

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

Recruitment is done through the District Office. Our site based retention strategy is to provide our teachers with support and guidance to ensure that they are and feel effective in meeting our students needs. The school based leadership team is responsible.

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

Our mentoring program is district based. The district has changed it's policy regarding mentors to only requiring first year teachers to be mentored.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Lesson plans include the standards being taught. Students are also tested on the standards they were taught each nine weeks to ensure comprehension.

Instructional Strategies

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

Lesson planning include modifications and accommodations in addition to activities designed to meet the specific needs of the students.

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

Strategy: Summer Program

Minutes added to school year: 7,920

Students who have failed the algebra EOC will given additional math instruction in preparation to taking the EOC retake at the end of summer school.
Student failing traditional face-to-face classes are given an opportunity take the online, electronic classes through E2020. The new grade can be used to forgive the original grade.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Barnes, Valencia, valencia.barnes@madisonmail.us

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

Success in the math classes is judged through success in EOC.
Grades from the credit recovery classes are used to forgive grades, generate credits and the student's transcripts are adjusted reflecting the change.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Our School Counselor holds two meetings in the spring of each year. One is during the school day at the middle school with 8th grade students. The other is held in the evening where parents and students can attend. At each, displays and information are provided in regards to academic courses, CTE courses, Honors and AP courses and other educational opportunities.
In the month following the beginning of school, parent nights are held for each grade level. These meetings include grade specific info delivered to parents and students. Topics discussed include Bright Futures scholarship, CTE certifications, graduation requirements, testing, schedules, importance of attendance and discipline to high school success, dual enrollment opportunity and course selection.

College and Career Readiness

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

College admissions officers are invited to share and meet with juniors and seniors during lunch several times throughout the school year.
During any student conference the counselor relates course work to real world work and job or college preparedness.
Students choose their own classes and electives with assistance from their guidance counselor after having the opportunity to participating in at least one family meeting where college and career info

was delivered. The CT instructors relate their instruction to the real world with hands on lessons in the classroom.

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

The high school has continued to expand its career tech programs. In addition to the existing web design, health occupations, early childhood development, agriculture and criminal justice programs, we began a culinary arts program. This year we expect to have our first class of students who have completed the four year program. In addition to the hand's on experiences with the career tech classes, the school offers on-the job preparation classes and OJT credits through our DCT program. Through partnerships with local technical colleges the high school offers a nail tech program with opportunity for immediate licensing upon course completion and welding certification if two year program is completed and passed. Students also have the opportunity to dual enroll in EMT program and take board certification after completing the course and receiving their high school diploma.

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

The school provides programs in Agriculture, Biotechnology and Power and Energy Technology. These programs are heavily math and science based and share standards with required academic science and math courses such as Biology 1, Algebra 1 and Geometry.
We also have articulation agreements with career technical centers and community colleges with a 90 mile radius. These allow students to receive course credit for programs completed during high school upon entrance to one of the participating institutions.
The completion of any of our CTE programs along with meeting other requirements allow students to become
eligibility for Bright Futures Goal Seal scholarships.

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

*Implementation of new Spring Board curriculum
*NGCARPD across the curriculum
*KAGAN strategies
*implementation of Study Island across curriculum
*Use of Khan Academy

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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. Increase parental involvement school wide by 3%.

G2. Increase the number of students taking and passing certification tests in CT classes to 91%.

G3. To increase the percentage of students passing the US History EOC to 50%.

G4. The students taking FCAT retakes will have a 5% increase in proficiency.

G5. NGCARPD will be infused in content area classes. FAIR will be used for baseline and progress monitoring for lower level students.

G6. Fifty percent of the student enrolled in Biology will pass the EOC.

G7. To increase the percentage of students passing the Algebra I and Geometry EOC by 5% from spring 2015.

Strategic Goals Detail

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

G1. Increase parental involvement school wide by 3%. [1a]

G073882

Targets Supported [1b]

Indicator	Annual Target

Resources Available to Support the Goal [2]

- Connect Ed messages to homes.

- Social media to announce events.

- School website to announce events.

Targeted Barriers to Achieving the Goal [3]

Plan to Monitor Progress Toward G1. [8]

We will incorporate more student center and academic centered event to increase parental involvement.

Person Responsible
Valencia Barnes

Schedule
Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Sign in sheets at the end of each meeting

G2. Increase the number of students taking and passing certification tests in CT classes to 91%. [1a]

G073883

Targets Supported [1b]

Indicator	Annual Target
	5.0

Resources Available to Support the Goal [2]

- School policy to ensure students attend regularly.

Targeted Barriers to Achieving the Goal [3]

- School non attendance

Plan to Monitor Progress Toward G2. [8]

School Attendance will be monitored.

Person Responsible
Valencia Barnes

Schedule
Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Attendance data will be the evidence.

G3. To increase the percentage of students passing the US History EOC to 50%. `1a`

🔍 G073884

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	

Resources Available to Support the Goal `2`

- Highly qualified social study teacher
- FLDOE item specs
- LDC training
- NG-CARPD training
- Study Island
- Quizlet

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G3. `8`

Study Island

Person Responsible
Lea Kalinowski

Schedule
On 5/27/2016

Evidence of Completion
Study Island Progress Monitoring data

G4. The students taking FCAT retakes will have a 5% increase in proficiency. `1a`

🔍 G073885

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Teachers trained in NGCARPD

- Study Island

- Performance Matters

- Content Enhancement Routines Professional Development

- Springboard

Targeted Barriers to Achieving the Goal `3`

- Teachers limited in experience and training in NGCARPD

- Students not on grade level.

Plan to Monitor Progress Toward G4. `8`

Lesson plans, classroom walk throughs, Study Island data, and FAIR progress monitoring.

Person Responsible
Valencia Barnes

Schedule
Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion
State assessment results

G5. NGCARPD will be infused in content area classes. FAIR will be used for baseline and progress monitoring for lower level students. `1a`

G073886

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- FAIR

- Content Enhancement Routines

- NGCARPD Strategies

- Use of Study Island for scaffolding instruction and progress monitoring

Targeted Barriers to Achieving the Goal `3`

- Lack of NGCARPD trained teachers

Plan to Monitor Progress Toward G5. `8`

Study Island

Person Responsible
Valencia Barnes

Schedule
Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Data from Study Island

G6. Fifty percent of the student enrolled in Biology will pass the EOC. `1a`

🔍 G073887

Targets Supported `1b`

Indicator	Annual Target
Science Achievement District Assessment	75.0

Resources Available to Support the Goal `2`

- Science coach books

- Gizmo

- Reading coach

- Pearson resources

- internet

Targeted Barriers to Achieving the Goal `3`

- Students lack engagement of curriculum practice and during instruction. Students generate an environment counter conductive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students.

- lack of student background knowledge

Plan to Monitor Progress Toward G6. `8`

All teachers use NG_CARPD, Kagan strategies, technology, and interactive student notebooks.

Person Responsible
Roderick Williams

Schedule
Semiannually, from 8/17/2015 to 5/27/2016

Evidence of Completion
Students will make improvements in benchmark testing.

G7. To increase the percentage of students passing the Algebra I and Geometry EOC by 5% from spring 2015. `1a`

🔍 G073888

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	

Resources Available to Support the Goal `2`

- Highly qualified math teachers
- FLDOE item specs
- Algebra Nation
- Khan Academy
- manipulatives
- iPads and computer lab
- Study Island
- Chrome books

Targeted Barriers to Achieving the Goal `3`

- Text complexity

Plan to Monitor Progress Toward G7. `8`

Lesson plans will be monitored to insure appropriate lessons are being presented.

Person Responsible
Roderick Williams

Schedule
On 5/31/2016

Evidence of Completion
Lesson plans

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

G2. Increase the number of students taking and passing certification tests in CT classes to 91%. 1

🔍 G073883

G2.B1 School non attendance 2

🔍 B192976

G2.B1.S1 Having truancy rules enforced 4

🔍 S204474

Strategy Rationale

Students who are in class have a greater chance of passing certification tests.

Action Step 1 5

Have attendance clerk follow all school and state rules involving attendance policy.

Person Responsible

Valencia Barnes

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

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

Attendance clerck will moniter student attendance and report to administration and SRO.

Person Responsible

Valencia Barnes

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Attendance data will be collected for each student.

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

Compare attendance data for this year to data from last year.

Person Responsible

Schedule

On 5/27/2016

Evidence of Completion

Attendance data will be collected.

G4. The students taking FCAT retakes will have a 5% increase in proficiency. [1]

G073885

G4.B1 Teachers limited in experience and training in NGCARPD [2]

B192979

G4.B1.S1 [4]

S204475

Strategy Rationale

Action Step 1 [5]

Person Responsible

Schedule

Evidence of Completion

G4.B2 Students not on grade level. [2]

B192980

G4.B2.S1 Scaffolding [4]

S204476

Strategy Rationale

Student arrive at the high school behind in reading

Action Step 1 [5]

Professional Development for teachers using NGCARPD reading strategies during half day in services.

Person Responsible

Lea Kalinowski

Schedule

On 8/17/2015

Evidence of Completion

Teachscape walkthroughs and formative and summative assessments

Action Step 2 `5`

KAGAN professional development will be offered during half day in services.

Person Responsible

Sheena Johnson

Schedule

On 8/17/2015

Evidence of Completion

Teachscape walkthroughs and formative and summative assessments

Action Step 3 `5`

Content Enhancement Routine strategy professional development will be offered during half day inservices.

Person Responsible

Caulette Hicks

Schedule

On 8/17/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Teachscape walkthrough, review of lesson planning and informal observations

Person Responsible

Ben Killingsworth

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachscape rollup and lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Professional learning community on increasing rigor in the classrooms

Person Responsible

Valencia Barnes

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson study

G5. NGCARPD will be infused in content area classes. FAIR will be used for baseline and progress monitoring for lower level students. `1`

🔑 G073886

G5.B1 Lack of NGCARPD trained teachers `2`

🔑 B192981

G5.B1.S2 `4`

🔑 S204478

Strategy Rationale

Action Step 1 `5`

KAGAN strategy training during half day inservice

Person Responsible

Sheena Johnson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachscape Classroom Walk Through Forms

Action Step 2 `5`

Content Enhancement routine training during half day inservices

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Classroom walk throughs, lesson plans, Study Island data, Performance matters data.

    Person Responsible

    Schedule

    Quarterly, from 8/18/2014 to 6/5/2015

    Evidence of Completion

    Students increasing their reading to grade level

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks.

    Person Responsible

    Ben Killingsworth

    Schedule

    Quarterly, from 8/18/2014 to 6/5/2015

    Evidence of Completion

    Students increasing their reading to grade level

G5.B1.S3 `4`

Strategy Rationale

S204479

Action Step 1 `5`

The reading coach will model reading strategies in CAR-PD classes.

Person Responsible

Lea Kalinowski

Schedule

Monthly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G5.B1.S3 `6`

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.

Person Responsible

Schedule

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 `7`

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.

Person Responsible

Schedule

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

G5.B1.S4 Administration will monitor implementation of reading strategies on a consistant basis. `4`

🔑 S204480

Strategy Rationale

Action Step 1 `5`

The reading strategies will be on a daily basis.

Person Responsible

Lea Kalinowski

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and Teachscape Classroom Walk Through Forms

Plan to Monitor Fidelity of Implementation of G5.B1.S4 `6`

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.

Person Responsible

Schedule

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 `7`

Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.

Person Responsible

Schedule

Evidence of Completion

Students increasing their FCAT score to level 3 or higher.

G6. Fifty percent of the student enrolled in Biology will pass the EOC. `1`

G073887

G6.B1 Students lack engagement of curriculum practice and during instruction. Students generate an environment counter conductive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students. `2`

B192984

G6.B1.S1 NG-CARPD `4`

S204481

Strategy Rationale

Action Step 1 `5`

All science teachers Utilize NG-CARPD

Person Responsible

Andrea Krell

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Administrator walk-throughs and lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Reading strategies

Person Responsible

Roderick Williams

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

NG-CARPD

Person Responsible

Roderick Williams

Schedule

Semiannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

G6.B1.S3 Kagan strategies `4`

🔑 S204483

Strategy Rationale

Action Step 1 `5`

Utilize Kagan strategies

Person Responsible

Andrea Krell

Schedule

On 5/27/2016

Evidence of Completion

Administrator walkthrough and lesson plan documentation

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Utilize Kagan strategies

Person Responsible

Schedule

Evidence of Completion

All science teachers

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

Kagan strategies

Person Responsible

Schedule

Evidence of Completion

on the Biology EOC. less referrals from the science department.

G6.B1.S4 Technology in the classroom 4

S204484

Strategy Rationale

Action Step 1 5

Teachers will use Google tools, Study Island, and other online resources to enhance content delivery and streamline communication with students.

Person Responsible

Andrea Krell

Schedule

On 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S4 6

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B1.S4 7

    Person Responsible

    Schedule

    Evidence of Completion

G6.B1.S5 Interactive Student Notebooks 4

🔑 S204485

Strategy Rationale

Interactive Student Notebooks allow students to obtain and process new knowledge.

Action Step 1 5

Teachers will implement interactive student notebooks (ISNs) in classes.

    Person Responsible

    Andrea Krell

    Schedule

    On 5/27/2016

    Evidence of Completion

    Administrator walk-throughs and lesson plans

G6.B2 lack of student background knowledge 2

G6.B2.S1 Technology in the Classroom 4

Strategy Rationale

Action Step 1 5

Teachers will use Google tools, Study Island, and other online resources to enhance content delivery and streamline communication with students.

Person Responsible

Andrea Krell

Schedule

On 5/27/2016

Evidence of Completion

Administrator walk-throughs and lesson plan

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G7. To increase the percentage of students passing the Algebra I and Geometry EOC by 5% from spring 2015. `1`

🔍 G073888

G7.B4 Text complexity `2`

🔍 B192992

G7.B4.S1 Break down text and supplement with other examples `4`

🔍 S204494

Strategy Rationale

Giving students other examples to follow should help with understanding

Action Step 1 `5`

Teachers will collaborate to determine which lessons to eliminate from the text book, and in what order to present the remaining lessons.

Person Responsible

Brigitte Gudz

Schedule

On 8/28/2015

Evidence of Completion

Completed curriculum map with standards for use in the 2015-16 school year.

Plan to Monitor Fidelity of Implementation of G7.B4.S1 `6`

Lesson plans can be checked to show evidence of the use of the the curriculum map.

Person Responsible

Brigitte Gudz

Schedule

On 5/31/2016

Evidence of Completion

Individual teachers' lesson plans

Plan to Monitor Effectiveness of Implementation of G7.B4.S1 `7`

Lesson plans will be checked to verify the text amendments.

Person Responsible

Brigitte Gudz

Schedule

On 5/31/2016

Evidence of Completion

Individual lesson plans will be collected to provide evidence.

G7.B4.S2 Eliminate lessons and recombine pieces of units to better cover needed material `4`

🔑 S204495

Strategy Rationale

The text book contains material not necessary for the course, and by eliminating unnecessary material, the text should be easier to follow

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B4.S2 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G7.B4.S2 `7`

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Have attendance clerk follow all school and state rules involving attendance policy.	Barnes, Valencia	8/17/2015		5/27/2016 weekly
G4.B1.S1.A1	[no content entered]			one-time	
G4.B2.S1.A1	Professional Development for teachers using NGCARPD reading strategies during half day in services.	Kalinowski, Lea	8/17/2015	Teachscape walkthroughs and formative and summative assessments	8/17/2015 one-time
G5.B1.S2.A1	KAGAN strategy training during half day inservice	Johnson, Sheena	8/18/2014	Teachscape Classroom Walk Through Forms	6/5/2015 weekly
G5.B1.S3.A1	The reading coach will model reading strategies in CAR-PD classes.	Kalinowski, Lea	8/18/2014	Coaching logs	8/18/2014 monthly
G5.B1.S4.A1	The reading strategies will be on a daily basis.	Kalinowski, Lea	8/18/2014	Lesson plans and Teachscape Classroom Walk Through Forms	6/5/2015 daily
G6.B1.S1.A1	All science teachers Utilize NG-CARPD	Krell, Andrea	8/17/2015	Administrator walk-throughs and lesson plans	5/27/2016 daily
G6.B1.S3.A1	Utilize Kagan strategies	Krell, Andrea	8/17/2015	Administrator walkthrough and lesson plan documentation	5/27/2016 one-time
G6.B1.S4.A1	Teachers will use Google tools, Study Island, and other online resources to enhance content delivery and streamline communication with students.	Krell, Andrea	8/17/2015		5/27/2016 one-time
G6.B1.S5.A1	Teachers will implement interactive student notebooks (ISNs) in classes.	Krell, Andrea	8/17/2015	Administrator walk-throughs and lesson plans	5/27/2016 one-time
G6.B2.S1.A1	Teachers will use Google tools, Study Island, and other online resources to enhance content delivery and streamline communication with students.	Krell, Andrea	8/17/2015	Administrator walk-throughs and lesson plan	5/27/2016 one-time
G7.B4.S1.A1	Teachers will collaborate to determine which lessons to eliminate from the text book, and in what order to present the remaining lessons.	Gudz, Brigitte	6/8/2015	Completed curriculum map with standards for use in the 2015-16 school year.	8/28/2015 one-time
G7.B4.S2.A1	[no content entered]			one-time	
G4.B2.S1.A2	KAGAN professional development will be offered during half day in services.	Johnson, Sheena	8/17/2015	Teachscape walkthroughs and formative and summative assessments	8/17/2015 one-time
G5.B1.S2.A2	Content Enhancement routine training during half day inservices			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A3	Content Enhancement Routine strategy professional development will be offered during half day inservices.	Hicks, Caulette	8/17/2015		8/17/2015 one-time
G1.MA1	We will incorporate more student center and academic centered event to increase parental involvement.	Barnes, Valencia	8/17/2015	Sign in sheets at the end of each meeting	5/27/2016 monthly
G2.MA1	School Attendance will be monitored.	Barnes, Valencia	8/17/2015	Attendance data will be the evidence.	5/27/2016 weekly
G2.B1.S1.MA1	Compare attendance data for this year to data from last year.		8/17/2015	Attendance data will be collected.	5/27/2016 one-time
G2.B1.S1.MA1	Attendance clerck will moniter student attendance and report to administration and SRO.	Barnes, Valencia	8/17/2015	Attendance data will be collected for each student.	5/27/2016 weekly
G3.MA1	Study Island	Kalinowski, Lea	8/17/2015	Study Island Progress Monitoring data	5/27/2016 one-time
G4.MA1	Lesson plans, classroom walk throughs, Study Island data, and FAIR progress monitoring.	Barnes, Valencia	8/17/2015	State assessment results	5/27/2016 weekly
G4.B2.S1.MA1	Professional learning community on increasing rigor in the classrooms	Barnes, Valencia	8/18/2014	Lesson study	6/5/2015 biweekly
G4.B2.S1.MA1	Teachscape walkthrough, review of lesson planning and informal observations	Killingsworth, Ben	8/18/2014	Teachscape rollup and lesson plans	6/5/2015 weekly
G5.MA1	Study Island	Barnes, Valencia	8/17/2015	Data from Study Island	5/27/2016 quarterly
G5.B1.S2.MA1	Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks.	Killingsworth, Ben	8/18/2014	Students increasing their reading to grade level	6/5/2015 quarterly
G5.B1.S2.MA1	Classroom walk throughs, lesson plans, Study Island data, Performance matters data.		8/18/2014	Students increasing their reading to grade level	6/5/2015 quarterly
G5.B1.S3.MA1	Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.		Students increasing their FCAT score to level 3 or higher.	once	
G5.B1.S3.MA1	Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.		Students increasing their FCAT score to level 3 or higher.	once	
G5.B1.S4.MA1	Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.		Students increasing their FCAT score to level 3 or higher.	once	
G5.B1.S4.MA1	Monthly analyze electronic classroom walk through and test data. It will be discussed during the team leader meetings and coaching meetings at the end of every nine weeks. FCIM data will be analyzed from the Social studies classes.		Students increasing their FCAT score to level 3 or higher.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1	All teachers use NG_CARPD, Kagan strategies, technology, and interactive student notebooks.	Williams, Roderick	8/17/2015	Students will make improvements in benchmark testing.	5/27/2016 semiannually
G6.B1.S1.MA1	NG-CARPD	Williams, Roderick	8/17/2015		5/27/2016 semiannually
G6.B1.S1.MA1	Reading strategies	Williams, Roderick	8/17/2015		5/27/2016 daily
G6.B2.S1.MA1	[no content entered]			one-time	
G6.B2.S1.MA1	[no content entered]			one-time	
G6.B1.S3.MA1	Kagan strategies		on the Biology EOC. less referrals from the science department.	once	
G6.B1.S3.MA1	Utilize Kagan strategies		All science teachers	once	
G6.B1.S4.MA1	[no content entered]			once	
G6.B1.S4.MA1	[no content entered]			once	
G7.MA1	Lesson plans will be monitored to insure appropriate lessons are being presented.	Williams, Roderick	8/24/2015	Lesson plans	5/31/2016 one-time
G7.B4.S1.MA1	Lesson plans will be checked to verify the text amendments.	Gudz, Brigitte	8/24/2015	Individual lesson plans will be collected to provide evidence.	5/31/2016 one-time
G7.B4.S1.MA1	Lesson plans can be checked to show evidence of the use of the the curriculum map.	Gudz, Brigitte	8/24/2015	Individual teachers' lesson plans	5/31/2016 one-time
G7.B4.S2.MA1	[no content entered]			one-time	
G7.B4.S2.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G6. Fifty percent of the student enrolled in Biology will pass the EOC.

G6.B1 Students lack engagement of curriculum practice and during instruction. Students generate an environment counter conductive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students.

G6.B1.S1 NG-CARPD

PD Opportunity 1

All science teachers Utilize NG-CARPD

Facilitator

Lea Anne Kalinowski

Participants

Science teachers

Schedule

Daily, from 8/17/2015 to 5/27/2016

G6.B1.S3 Kagan strategies

PD Opportunity 1

Utilize Kagan strategies

Facilitator

Quasheena Knight

Participants

Science Teachers

Schedule

On 5/27/2016

G6.B1.S4 Technology in the classroom

PD Opportunity 1

Teachers will use Google tools, Study Island, and other online resources to enhance content delivery and streamline communication with students.

Facilitator

Andrea Krell

Participants

Schedule

On 5/27/2016

G6.B1.S5 Interactive Student Notebooks

PD Opportunity 1

Teachers will implement interactive student notebooks (ISNs) in classes.

Facilitator

Andrea Krell

Participants

Schedule

On 5/27/2016

G6.B2 lack of student background knowledge

G6.B2.S1 Technology in the Classroom

PD Opportunity 1

Teachers will use Google tools, Study Island, and other online resources to enhance content delivery and streamline communication with students.

Facilitator

Andrea Krell

Participants

Science teachers

Schedule

On 5/27/2016

Technical Assistance Items

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

G4. The students taking FCAT retakes will have a 5% increase in proficiency.

G4.B2 Students not on grade level.

G4.B2.S1 Scaffolding

PD Opportunity 1

Professional Development for teachers using NGCARPD reading strategies during half day in services.

Facilitator

Lea Anne Kalinowski

Participants

Schedule

On 8/17/2015

Budget

Budget Data

1	G2.B1.S1.A1	Have attendance clerk follow all school and state rules involving attendance policy.	$0.00
2	G4.B1.S1.A1		$0.00
3	G4.B2.S1.A1	Professional Development for teachers using NGCARPD reading strategies during half day in services.	$0.00
4	G4.B2.S1.A2	KAGAN professional development will be offered during half day in services.	$0.00
5	G4.B2.S1.A3	Content Enhancement Routine strategy professional development will be offered during half day inservices.	$0.00
6	G5.B1.S2.A1	KAGAN strategy training during half day inservice	$0.00
7	G5.B1.S2.A2	Content Enhancement routine training during half day inservices	$0.00
8	G5.B1.S3.A1	The reading coach will model reading strategies in CAR-PD classes.	$0.00
9	G5.B1.S4.A1	The reading strategies will be on a daily basis.	$0.00
10	G6.B1.S1.A1	All science teachers Utilize NG-CARPD	$0.00
11	G6.B1.S3.A1	Utilize Kagan strategies	$0.00

Budget Data

12	G6.B1.S4.A1	Teachers will use Google tools, Study Island, and other online resources to enhance content delivery and streamline communication with students.	$0.00
13	G6.B1.S5.A1	Teachers will implement interactive student notebooks (ISNs) in classes.	$0.00
14	G6.B2.S1.A1	Teachers will use Google tools, Study Island, and other online resources to enhance content delivery and streamline communication with students.	$0.00
15	G7.B4.S1.A1	Teachers will collaborate to determine which lessons to eliminate from the text book, and in what order to present the remaining lessons.	$0.00
16	G7.B4.S2.A1		$0.00
		Total:	$0.00