

District School Board of Madison County

Madison County High School



2016-17 Schoolwide Improvement Plan

Madison County High School

2649 W US HIGHWAY 90, Madison, FL 32340

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2015-16 Title I School</p> <p>Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>84%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>64%</p>

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

**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 10/4/2016.

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	10
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.

2016-17 DA Category and Statuses for Madison County High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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 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.

b. 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.

2. School Environment

a. 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 and PTO meet monthly.

b. 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.

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.

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

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.

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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	49	69	93	245
One or more suspensions	0	0	0	0	0	0	0	0	0	55	39	42	34	170
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	29	12	7	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	84	74	41	22	221
Grade point average below 2.0 for any grade level	0	0	0	0	0	0	0	0	0	19	14	17	1	51
Course failure with a grade of D or F in any course	0	0	0	0	0	0	0	0	0	51	25	18	17	111

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	26	14	21	9	70

c. 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

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306670>.

2. Description

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

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Killingsworth, Ben	Principal
Barnes, Valencia	Assistant Principal
Agner, Coleen	Administrative Support
Phillips, Amanda	Teacher, K-12
Kalinowski, Lea	Teacher, K-12
Williams, Roderick	Assistant Principal
Fletcher, Catherine	School Counselor
Fletcher, Jason	Teacher, K-12
hawkins, marcus	Teacher, K-12

b. Duties

1. 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.

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

To be conducted at the first SAC meeting of the 16-17 school year.

b. Development of this school improvement plan

The SIP will be reviewed at the SAC during their Sep. 6 meeting.

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

The school's budget is prepared on the district level.

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

Rewards for student achievement and successes.

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

Yes

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

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
Barnes, Valencia	Assistant Principal
Agner, Coleen	Administrative Support
Phillips, Amanda	Teacher, K-12
Kalinowski, Lea	Teacher, K-12
Williams, Roderick	Assistant Principal
Killingsworth, Ben	Principal

b. Duties

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

The school is implementing the use of Achieve 3000 across the curriculum in all subject areas except math. We will also implement novel studies in the ELA and reading classes.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

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.

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

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.

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

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

Strategy: Summer Program

Minutes added to school year: 7,200

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 to 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

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.

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.

2. 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.

3. 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.

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.

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase graduation rate to at least ninety percent.
- G2.** Students will increase FSA ELA, Algebra I, US History EOC, Biology EOC and Geometry EOC proficiency to at least 40%.
- G3.** Increase parental involvement school wide by 5%.
- G4.** Increase the number of students taking and passing certification tests in CT classes to 90%.

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. Increase graduation rate to at least ninety percent. 1a

G086987

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

4-Year Grad Rate (Standard Diploma)

Targeted Barriers to Achieving the Goal 3

- Students listed in wrong cohort

Resources Available to Help Reduce or Eliminate the Barriers 2

- Khan Academy with additional time to assist with areas of deficiencies.
- ACT/SAT/PERT prep sessions with additional time to assist with areas of deficiencies.

Plan to Monitor Progress Toward G1. 8

Students will receive additional help on ACT, SAT and PERT to ensure readiness for the test(s).

Person Responsible

Valencia Barnes

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Print out of scores from assessments.

G2. Students will increase FSA ELA, Algebra I, US History EOC, Biology EOC and Geometry EOC proficiency to at least 40%. 1a

G086988

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

FSA ELA Achievement

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills
- Students reading comprehension level is below grade level

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implementation of Achieve 3000 with additional time to assist with areas of deficiencies.
- Implementation of Study Island with additional time to assist with areas of deficiencies.
- Implementation of Quizlet to provide feedback to students and teachers on areas of deficiencies.

G3. Increase parental involvement school wide by 5%. 1a

G086989

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

5Es Score: Parent Involvement

Targeted Barriers to Achieving the Goal 3

- Parents' work schedule conflict with scheduled events.
- Parents lack transportation to academic events.
- Parental perception of educational system is unfavorable.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Connect Ed messages to homes.
- Social media to announce events.
- School website to announce events.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Valencia Barnes

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign in sheets at the end of each meeting

G4. Increase the number of students taking and passing certification tests in CT classes to 90%. 1a

G086990

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	5.0

Targeted Barriers to Achieving the Goal 3

- School non attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- School policy to ensure students attend regularly.

Plan to Monitor Progress Toward G4. 8

School Attendance will be monitored.

Person Responsible

Valencia Barnes

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance data will be the evidence.

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. Increase graduation rate to at least ninety percent. **1**

 G086987

G1.B1 Students listed in wrong cohort **2**

 B231261

G1.B1.S1 Graduation coach with meet with each student and review individual transcripts to ensure proper placement. **4**

 S243982

Strategy Rationale

Action Step 1 **5**

Counselor will conduct graduation check for each student.

Person Responsible

marcus hawkins

Schedule

Semiannually, from 8/10/2016 to 1/31/2017

Evidence of Completion

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

Review each student's transcript and discuss progress at monthly district leadership team meetings.

Person Responsible

Valencia Barnes

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Graduation check sheet signed by each student enrolled at the school.

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

Person Responsible

Schedule

Evidence of Completion

G2. Students will increase FSA ELA, Algebra I, US History EOC, Biology EOC and Geometry EOC proficiency to at least 40%. 1

G086988

G2.B1 Students lack prerequisite skills 2

B231262

G2.B1.S1 Students fail to master proficiency in previous grade 4

S243983

Strategy Rationale

Action Step 1 5

Students will receive quarterly assessments on standards covered each nine weeks.

Person Responsible

Amanda Phillips

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

Students will submit weekly lesson plans addressing the standards to be covered.

Person Responsible

Valencia Barnes

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Copies of weekly lesson plans submitted

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

Classroom walkthroughs to ensure implementation

Person Responsible

Valencia Barnes

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom walkthrough data

G4. Increase the number of students taking and passing certification tests in CT classes to 90%. 1

G086990

G4.B1 School non attendance 2

B231267

G4.B1.S1 Having truancy rules enforced 4

S243984

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 8/10/2016 to 5/26/2017

Evidence of Completion

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

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

Person Responsible

Valencia Barnes

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance data will be collected for each student.

Plan to Monitor Effectiveness of Implementation of G4.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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M327543	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.MA1 M327549	Compare attendance data for this year to data from last year.		8/17/2015	Attendance data will be collected.	5/27/2016 one-time
G1.B1.S1.A1 A315878	Counselor will conduct graduation check for each student.	hawkins, marcus	8/10/2016		1/31/2017 semiannually
G1.MA1 M327545	Students will receive additional help on ACT, SAT and PERT to ensure readiness for the test(s).	Barnes, Valencia	8/10/2016	Print out of scores from assessments.	5/26/2017 quarterly
G4.MA1 M327551	School Attendance will be monitored.	Barnes, Valencia	8/10/2016	Attendance data will be the evidence.	5/26/2017 weekly
G1.B1.S1.MA1 M327544	Review each student's transcript and discuss progress at monthly district leadership team meetings.	Barnes, Valencia	8/10/2016	Graduation check sheet signed by each student enrolled at the school.	5/26/2017 monthly
G2.B1.S1.MA1 M327546	Classroom walkthroughs to ensure implementation	Barnes, Valencia	8/10/2016	Classroom walkthrough data	5/26/2017 daily
G2.B1.S1.MA1 M327547	Students will submit weekly lesson plans addressing the standards to be covered.	Barnes, Valencia	8/10/2016	Copies of weekly lesson plans submitted	5/26/2017 weekly
G2.B1.S1.A1 A315879	Students will receive quarterly assessments on standards covered each nine weeks.	Phillips, Amanda	8/10/2016		5/26/2017 quarterly
G4.B1.S1.MA1 M327550	Attendance clerck will moniter student attendance and report to administration and SRO.	Barnes, Valencia	8/10/2016	Attendance data will be collected for each student.	5/26/2017 weekly
G4.B1.S1.A1 A315880	Have attendance clerk follow all school and state rules involving attendance policy.	Barnes, Valencia	8/10/2016		5/26/2017 weekly

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	Counselor will conduct graduation check for each student.	\$0.00
2	G2.B1.S1.A1	Students will receive quarterly assessments on standards covered each nine weeks.	\$0.00
3	G4.B1.S1.A1	Have attendance clerk follow all school and state rules involving attendance policy.	\$0.00
Total:			\$0.00