District School Board of Madison County

Madison County High School

2017-18 Schoolwide Improvement Plan

Madison County High School

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	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 11/7/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Madison County High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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, career and civic 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.

At Madison High School, we believe that a student's diverse cultural background has an important impact on learning. Therefore, by having an awareness and understanding of a student's cultural background, family structure, home environment, individual needs and the community in which the student lives staff members are able to foster a positive relationship between the student, parent/guardians and school, enhancing the opportunity for increased academic achievement through using strategic tools and resources for students. Grade level meetings are hosted at the beginning of the year for parents and students. The guidance counselor presents pertinent information and is supported by administrative staff in answering any questions and reviewing policies. The School Advisory Council meets monthly. Through lesson planning, teachers also address students' cultures and academic needs. MCHS also coordinates with the district level migrant program and aften uses the interpretaation skills of staff to communicate with new students and parents.

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

Expectations for student behaviors are explained at the beginning of the year during school-wide orientation and during class orientation. A school-wide expectation is evident and fostered. The school has developed a culture based on respect and safety. 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. Teachers and students are exposed to character development through school wide training. Students are encouraged to seek out assistance as needed from teachers, guidance, administration and the SRO housed on campus. Parents and visitors are required to sign-in and return to the main office to sign-out for the day when visiting our campus. In addition, monthly fire drills are conducted and tornado drills are executed to ensure that students know how to respond if one of these incidents were to occur.

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. Students are expected to adhere to the stated guidelines. Additionally, the Multi-Tiered System of Supports System (MTSS) model is used. Teachers may refer students who need academic/behavior support, interventions, mentoring or counseling to the Multi-Tiered System of Supports System MTSS/SIT Team. Teachers and staff work in collaboration with the RTi coordinator to identify students who are in need of services and designated interventions. MCHS is also able to coordinate with Lori Newman, Coordinator of Exeptional Student Education and Student Services to ensure that each student receives the necessary support and intervention strategies for academics and behavioral issues.

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 counselor is available to meet with students regarding their social or emotional needs. Our counselor can refer students to contracted counselors if necessary.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

? 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	36	28	31	23	118
One or more suspensions	0	0	0	0	0	0	0	0	0	55	34	42	34	165
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	25	25	5	0	55
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	102	55	85	35	277
Grade point average below 2.0 for any grade level	0	0	0	0	0	0	0	0	0	22	15	13	1	51
Course failure with a grade of D or F in any course	0	0	0	0	0	0	0	0	0	40	57	38	7	142

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	49	30	32	18	129

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

We use many interventions strategies to address the barriers to academic and behavioral issues. Some are listed here as examples.

• 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

To provide every opportunity for parents to meet with staff in regards to their student's education and keep them informed of any information that will assist them in successfully completing their course work.
To open more lines and avenues of communication between the school and our parents. Currently, the school uses Connect-Ed, the entrance billboard and intercom notices to the students. The high school will establish a social network page, add more to the existing webpage and keep the local newspaper informed of events. Further, more effort will be made to gather email addresses of parents and update both the phone notification system (Connect-Ed) and the online gradebook (FOCUS).

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. Parents and community members are also invited to attend programs, seminars, club dinners and other sponsored activities held during the school year.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Wildgoose, Geraldine	Principal
Barnes, Valencia	Assistant Principal
Agner, Coleen	Administrative Support
Phillips, Amanda	Teacher, K-12
Williams, Roderick	Assistant Principal
Fletcher, Catherine	School Counselor
Fletcher, Jason	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. Students are registered on a spreadsheet and are identified either "at risk" or "good to go" as part of the progress monitioring. Student Inventervention Team (SIT) meetings are held with students and parents 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 with contacting parents and making home visits if necessary.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Merv Mattair	Business/Community
Jennifer Fulmer	Parent
Linton Hart	Education Support Employee
Kris Kuhl	Parent
Martin Lee	Parent
Valencia Barnes	Education Support Employee
Coleen Agner	Teacher
Kathy Hart	Parent
Dorcia Lee	Parent
Gina Rutherford	Parent
Charles Fulmer	Parent
Renee Demps	Business/Community
Alexis Kornegay	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The Principal placed the review of the 2016-2017 School Improvement Plan on the first SAC agenda for the 2017-2018 school year to discuss the plan, what worked well, what changes were needed. Parents and community members had ample opportunities to give input and make suggestions.

b. Development of this school improvement plan

The SIP will be reviewed at the SAC during their Sep. 5, 2017 meeting. Here the committee had an opportunity to read through last year's plan and an opportunity to make suggestions and changes for the new plan for 2017-2018.

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

The school's budget is prepared on the district level. School-based input is encouraged.

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

The School Advisory Council provided financial support to MCHS during the 2016-2017 school year. Funds requested were used for rewards for student achievement and successes by distributing gift cards. Funds were requested for reimbursement of gift cards, and paper products used for the Poetry Out Loud Program. SAC provided funds for Faculty Thanksgiving and Christmas lunches. Also the SAC funded a beautification project that enhance the campus with plants and flowers. Finally, SAC provided funding for Teacher's Appreciation Week in which breakfast was purchased for staff.

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
Williams, Roderick	Assistant 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 expect math. We will also implement novel studies in the ELA and reading classes.

D. Public and Collaborative Teaching

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

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

Faculty meetings are held monthly to disseminate information to staff, hold staff development training, and to allow time for team-building activities. We re-instituted the Sunshine Club this year which allows members of staff to be recognized and remembered using positive actions, cards, flowers, tokens of appreciation throughout the year. We celebrate birthdays, weddings, retirements, and send condolences in the time of suffering in the family. Teachers meet by department at least once a week during designed common planning. Seasoned and innovative teachers are also shadowed by new teachers as learning opportunities.

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

Recruitment is routinely done through the District Office. School-based administrators often attend recruitment fairs as well. Our site based retention strategy is to provide advertisement and to provide our teachers with support and guidance to ensure that they feel effective in meeting our students needs. The school based leadership team is responsible for this task. We assign mentors to new teachers as a way to retain teachers due to strengthening skills. They meet monthly as a group. Teachers who are in need of improvement are also included in these meetings for support.

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. They meet monthly as a group. Teachers who are in need of improvement are also included in these meetings for support.

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.

The school uses state adopted materials in core subject areas. Standards are aligned with state standards. Lesson plans include the standards being taught. Students are also tested on the standards they were taught each nine weeks to ensure comprehension. Test are designed to match the same style of testing used on FSA assessments and EOC exams.

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. Teachers use a variety of academic and behavioral interventions to assist students in meeting academic and behavioral goals and overall mastery of standards. Teachers utilize technology programs such asAchieve 3000, Study Island, and Khan Academy. Teachers facilitate small group instruction and one on one instruction with the support of paraprofessionals and support facilitators to help students understand and comprehend assignments.

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 be given additional math instruction in preparation to taking the PERT and Algebra I 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 Edgenuity. The new grade can be used to forgive the original grade which improves the student's GPA.

Strategy Rationale

Students obtain recovery of grades and received concordant scores allowing them to meet graduation requirements if they have failed the Algebra EOC and are given additional math instruction in preparation to taking the PERT and Algebra I EOC retake at the end of summer school.

When students failing traditional face-to-face classes are given an opportunity to take the online, electronic classes through Edgenuity, the new grade can be used to forgive the original grade which improves the student's GPA.

Strategy Purpose(s)

* Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Barnes, Valencia, valencia.barnes@madison.k12.fl.us

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

Data collected from state assessments of students who passed the Math EOC's following the completion of math classes is used to determine proficiency in math classes.
Grades received from the credit recovery classes are used to forgive grades, generate credits, and improve GPA. The student's transcripts are adjusted reflecting the updates.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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 information 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 participate 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. On October 11, 2017 all 9th, 10th, and 11th grade students were given the PSAT. Simultaneously, the senior class was offered a College Seminar Day partnering with NFCC and Floridal A &M University to provide a series of round table discussions using multiple rotations to inform students about the transition process to college. 12th grade students were able to create FASFA ID accounts and complete their financial aid applications. The final part required parent confidential financial information which could be completed at home with the student and parent.

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 continues to expand its Career and Tehnical Programs. Existing programs include Web Design, Health Occupations, Early Childhood Development, Agriculture, Criminal Justice, Power and Energy, Robotics, Bio-Tech, Entrepreneuship, and Culinary Programs. 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 programs with the opportunity for immediate licensing upon course completion and welding certification, if the two year program is completed and passed. Students also have the opportunity to dual enroll in an 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 stronglybased in math and science. They 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 within a 90 mile radius. These programs 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 eligible for Bright Futures Goal Seal scholarships. Agriculture, Biotech, Health Science have equally rigorous courses.

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 the rigorous Spring Board curriculum
*KAGAN strategies (cooperative learning strategies)
*implementation of Study Island across curriculum
Implementation of Honor Courses
*Use of Khan Academy
*Use of Achieve 3000

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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"Â? 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-five percent.

G2. Students will increase FSA ELA, Algebra I, US History EOC, Biology EOC and Geometry EOC proficiency to at least 64%.

G3. Increase parental involvement school wide by 5%.

G4. Increase the number of students taking and passing certification tests in CT classes to 91%.

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-five percent. `1a`

🔑 G096286

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.

- Providing after school tutoring during the first semester of the school term.

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 8/10/2017 to 5/25/2018

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 64%. `1a`

🔍 G096287

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	64.0

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.

- Reading classes are offered fo Level 1 students

Plan to Monitor Progress Toward G2. `8`

Teachers will submit weekly lesson plans addressing the standards to be covered

Person Responsible
Valencia Barnes

Schedule
Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Copies of weekly lesson plans will be required to be submitted. Also will monitor interventions and teach and reteach activities.

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

🔑 G096288

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Parent Involvement	5.0

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`

- Use Connect Ed messages to call homes regarding important notifications

- Use Social media to announce events and important information

- Use School website to announce events and to disseminate information for parents and students

- Host grade level parent meetings.

- Increase the number of parent meetings held through the guidance department. Include all grade levels. Have students call their own parents and schedule parent meetings in the guidance department. This was very instrumental in getting parents in quickly. More reliable numbers were identified through use of this process.

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
Geraldine Wildgoose

Schedule
Quarterly, from 8/10/2017 to 5/21/2018

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

Plan to Monitor Progress Toward G3. `8`

We will host Dad's Take Your Child to School Day

Person Responsible
Geraldine Wildgoose

Schedule
On 9/19/2017

Evidence of Completion
Sign in sheets at the end of the ativity

Plan to Monitor Progress Toward G3. `8`

Host monthly SAC/PTO Meetings (Project Graduation Meetings)

Person Responsible
Geraldine Wildgoose

Schedule
Monthly, from 8/10/2017 to 5/21/2018

Evidence of Completion

G4. Increase the number of students taking and passing certification tests in CT classes to 91%. `1a`
🔑 G096289

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	5.0

Targeted Barriers to Achieving the Goal `3`
- Some students must take credit recovery courses, thus dont have room on their schedule for CTE courses

Resources Available to Help Reduce or Eliminate the Barriers `2`
- Use of RTI/MTSS to improve student achievement

Plan to Monitor Progress Toward G4. `8`

School Attendance will be monitored.

Person Responsible
Geraldine Wildgoose

Schedule
Weekly, from 8/10/2017 to 5/25/2018

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-five percent. 1

🔑 G096286

G1.B1 Students listed in wrong cohort 2

🔑 B259095

G1.B1.S1 The designated RTI/MTSS SRP under the leadership of Mr. Rod Williams, Assistant Principal, Mrs. Valencia Barnes, Assistant Principal in charge of Curriculum and in collaboration with the Guidance Counselor Mrs. Reese Fletcher will ensure that each student is an active participant in their educational pursuit. Student will participate in data chats and review their individual requirements for graduation along with staff. The Guidance Counselor will meet with students and parents to review transcript to ensure proper grade level placement and review and track progress. 4

🔑 S274372

Strategy Rationale

Action Step 1 5

Guidance Counselor will conduct graduation check for each student.

Person Responsible

Catherine Fletcher

Schedule

Semiannually, from 8/10/2017 to 1/31/2018

Evidence of Completion

1:1 meeting with parent and student, reviewing grad check information. Guidance Conselor will maintain a log.

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 8/10/2017 to 5/25/2018

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`

Senior graduation checks are discussed at monthly DBLT meetings.

Person Responsible

Catherine Fletcher

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Monthly grade status checks to ensure students are progressing properly.

G2. Students will increase FSA ELA, Algebra I, US History EOC, Biology EOC and Geometry EOC proficiency to at least 64%. 1

🔑 G096287

G2.B1 Students lack prerequisite skills 2

🔑 B259096

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

🔑 S274373

Strategy Rationale

Action Step 1 5

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

Person Responsible

Valencia Barnes

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Grade book averages

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 8/10/2017 to 5/25/2018

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 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data

G4. Increase the number of students taking and passing certification tests in CT classes to 91%. `1`

🔑 G096289

G4.B1 Some students must take credit recovery courses, thus dont have room on their schedule for CTE courses `2`

🔑 B259101

G4.B1.S1 Having truancy rules enforced `4`

🔑 S274377

Strategy Rationale

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

Action Step 1 `5`

Increase the number of students who complete CTE courses

Person Responsible

Geraldine Wildgoose

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Increased completed certifications.

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

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

Person Responsible

Geraldine Wildgoose

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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

Geraldine Wildgoose

Schedule

On 5/25/2018

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
2018					
G1.B1.S1.A1 🔍 A368287	Guidance Counselor will conduct graduation check for each student.	Fletcher, Catherine	8/10/2017	1:1 meeting with parent and student, reviewing grad check information. Guidance Conselor will maintain a log.	1/31/2018 semiannually
G1.MA1 🔍 M395804	Students will receive additional help on ACT, SAT and PERT to ensure readiness for the test(s).	Barnes, Valencia	8/10/2017	Print out of scores from assessments.	5/25/2018 quarterly
G2.MA1 🔍 M395807	Teachers will submit weekly lesson plans addressing the standards to be covered	Barnes, Valencia	8/10/2017	Copies of weekly lesson plans will be required to be submitted. Also will monitor interventions and teach and reteach activities.	5/25/2018 weekly
G4.MA1 🔍 M395813	School Attendance will be monitored.	Wildgoose, Geraldine	8/10/2017	Attendance data will be the evidence.	5/25/2018 weekly
G1.B1.S1.MA1 🔍 M395802	Senior graduation checks are discussed at monthly DBLT meetings.	Fletcher, Catherine	8/10/2017	Monthly grade status checks to ensure students are progressing properly.	5/25/2018 monthly
G1.B1.S1.MA1 🔍 M395803	Review each student's transcript and discuss progress at monthly district leadership team meetings.	Barnes, Valencia	8/10/2017	Graduation check sheet signed by each student enrolled at the school.	5/25/2018 monthly
G2.B1.S1.MA1 🔍 M395805	Classroom walkthroughs to ensure implementation	Barnes, Valencia	8/10/2017	Classroom walkthrough data	5/25/2018 daily
G2.B1.S1.MA1 🔍 M395806	Students will submit weekly lesson plans addressing the standards to be covered.	Barnes, Valencia	8/10/2017	Copies of weekly lesson plans submitted	5/25/2018 weekly
G2.B1.S1.A1 🔍 A368288	Students will receive quarterly assessments on standards covered each nine weeks.	Barnes, Valencia	8/10/2017	Grade book averages	5/25/2018 quarterly
G4.B1.S1.MA1 🔍 M395811	Compare attendance data for this year to data from last year.	Wildgoose, Geraldine	8/10/2017	Attendance data will be collected.	5/25/2018 one-time
G4.B1.S1.MA1 🔍 M395812	Attendance clerk will moniter student attendance and report to administration and SRO.	Wildgoose, Geraldine	8/10/2017	Attendance data will be collected for each student.	5/25/2018 weekly
G4.B1.S1.A1 🔍 A368289	Increase the number of students who complete CTE courses	Wildgoose, Geraldine	8/10/2017	Increased completed certifications.	5/25/2018 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	Guidance 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	Increase the number of students who complete CTE courses	$0.00
		Total:	$0.00