

Madison County High School



2014-15 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

High

Title I

Yes

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	C

School Board Approval

This plan is pending approval by the Madison County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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>.

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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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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

Focused on success while affording EVERY student the opportunity to be prepared for college and be career ready!

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	35	41	74	71	221
One or more suspensions	65	46	58	40	209
Course failure in ELA or Math	104	111	108	55	378
Level 1 on statewide assessment	45	60	74	71	250
Grade point average below 2.0 for any grade level	33	16	14	0	63
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	32	33	55	23	143

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

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
McClellan, Jack	Assistant Principal
Thomas, Takeysha	Guidance Counselor
Agner, Coleen	Administrative Support
Hicks, Caulette	Teacher, K-12
Kalinowski, Lea	
Stewart, Melissa	Instructional Coach

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

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

Name	Stakeholder Group
Debbie Thompson	Parent
Darby Thompson	Student
Jeanne Bass	Parent
Tangela Thomas	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

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 14-15 school year

Development of this school improvement plan

The SIP was reviewed by the SAC during their Sep. 10 meeting. They were 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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Barnes, Valencia	Assistant Principal
Agner, Coleen	Administrative Support
Hicks, Caulette	Teacher, K-12
Stewart, Melissa	Instructional Coach
Johnson, Sheena	Teacher, K-12
McClellan, Jack	Assistant Principal
Kalinowski, Lea	Instructional Coach

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 twice weekly.

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. None of our staff meet that criteria.

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.

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.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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 counselors and department chairs meet twice with the 8th grade (our incoming 9th grades) during the fall, once at the middle school and once again at the high school. The second is to familiarize them with the "new school. Meeting with the parent's of the incoming 9th grade class

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

Students choose their own classes and electives with assistance from their guidance counselors. The CT instructors relate their instruction to the real world.

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, early childhood development, agriculture and criminal justice programs, we have started the culinary program with completers expected in three years. In addition to the hand's on experiences with the career tech classes, the school offers on-the job preparation classes and OJT credits.

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 of study enhancing opportunities for completers and eligibility for Bright Futures scholarships. We also have articulation agreements with career technical centers with four community colleges with a 90 mile radius.

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

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.** 45% of our students will be proficient in reading on FCAT and the new end of year exam.
- G2.** Strategically place level 2's in NGCAR-PD classes. Ensuring that appropriate instructors and students are enrolled in the correct classes.
- G3.** Students have the ability to retain information read for comprehension, communicate effectively, and use science appropriate vocabulary to explain and interpret passages, diagrams, models and charts.
- G4.** To increase the percentage of students passing the Algebra I, Geometry and Alg 2 EOC's to 52%.
- G5.** Increase rigor in content area classes.

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. 45% of our students will be proficient in reading on FCAT and the new end of year exam. 1a

G050470

Targets Supported 1b

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

Resources Available to Support the Goal 2

- iReady
- Teachers trained in NGCARPD
- SpringBoard curriculum

Targeted Barriers to Achieving the Goal 3

- Student not on level

Plan to Monitor Progress Toward G1. 8

iReady and walkthroughs

Person Responsible

Jack McClellan

Schedule

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

Evidence of Completion

iReady data

G2. Strategically place level 2's in NGCAR-PD classes. Ensuring that appropriate instructors and students are enrolled in the correct classes. 1a

G037670

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- CAR-PD trained teachers in content classes
- Rigor of lessons using Webb's DOK
- School wide reading strategies and writing rubrics

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

iReady

Person Responsible

Lea Kalinowski

Schedule

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

Evidence of Completion

Data from iReady

G3. Students have the ability to retain information read for comprehension, communicate effectively, and use science appropriate vocabulary to explain and interpret passages, diagrams, models and charts. 1a

G037671

Targets Supported 1b

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

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 conducive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students.

Plan to Monitor Progress Toward G3. 8

All teachers Use NG_CARPD,
Peer review of formal assessments
Use kagan Strategies,
Used manipulatable technology

Person Responsible

Andrea Krell

Schedule

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

Evidence of Completion

Students will make improvements in iReady testing, Biotechnology students will have an 80 percent success in Biotechnology certification and an increased to 50 percent pass rate performance on the Biology EOC.

G4. To increase the percentage of students passing the Algebra I, Geometry and Alg 2 EOC's to 52%. 1a

G037672

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0

Resources Available to Support the Goal 2

- Highly qualified math teachers
- FLDOE item specs
- Algebra Nation
- MDC training
- manipulatives
- iPads and computer lab
- Math coach

Targeted Barriers to Achieving the Goal 3

- Shortages of time

Plan to Monitor Progress Toward G4. 8

iReady and teacher developed formative assessments

Person Responsible

Melissa Stewart

Schedule

Evidence of Completion

iReady data

G5. Increase rigor in content area classes. 1a

G037674

Targets Supported 1b

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

Resources Available to Support the Goal 2

- SREB support. Trained NGCARPD teachers. State mandates.

Targeted Barriers to Achieving the Goal 3

- Resistance to change.

Plan to Monitor Progress Toward G5. 8

Administrators and coaches will review lesson plans and conduct weekly classroom walkthroughs

Person Responsible

Ben Killingsworth

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion


Walk-through summary and lesson plan review

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. 45% of our students will be proficient in reading on FCAT and the new end of year exam. **1**

 G050470

G1.B2 Student not on level **2**

 B126530

G1.B2.S1 Scaffolding **4**

 S138473

Strategy Rationale

Student arrive at the high school behind in reading

Action Step 1 **5**

Small group instruction focused on addressing deficiencies

Person Responsible

Lea Kalinowski

Schedule

On 8/18/2014

Evidence of Completion

Teachscape walkthroughs and formative and summative assessments

Action Step 2 5

Small group instruction focused on addressing deficiencies

Person Responsible

Lea Kalinowski

Schedule

On 8/18/2014

Evidence of Completion

Teachscape walkthroughs and formative and summative assessments

Plan to Monitor Fidelity of Implementation of G1.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 G1.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

G3. Students have the ability to retain information read for comprehension, communicate effectively, and use science appropriate vocabulary to explain and interpret passages, diagrams, models and charts. 1

G037671

G3.B1 Students lack engagement of curriculum practice and during instruction. Students generate an environment counter conducive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students. 2

B090539

G3.B1.S1 NG-CARPD 4

S101305

Strategy Rationale

Action Step 1 5

All science teachers Utilize NG-CARPD

Person Responsible

Andrea Krell

Schedule

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

Evidence of Completion

Feedback from reading coach

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Reading strategies

Person Responsible

Lea Kalinowski

Schedule

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

Evidence of Completion

Science coach documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

NG-CARPD

Person Responsible

Lea Kalinowski

Schedule

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


Evidence of Completion

iReady score improvement


G4. To increase the percentage of students passing the Algebra I, Geometry and Alg 2 EOC's to 52%. 1

 G037672

G4.B3 Shortages of time 2

 B090546

G4.B3.S1 Have math coach assist with re-teaching. (Co-teaching or pull out) 4

 S101309

Strategy Rationale

Action Step 1 5

Will assist with re-teaching students in small groups

Person Responsible

Melissa Stewart

Schedule

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

Evidence of Completion

Pre and Post Assessments and Coach's Log

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

EOC Data

Person Responsible

Melissa Stewart

Schedule

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

Evidence of Completion

EOC

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Teachscape Walkthroughs and coach's log

Person Responsible

Melissa Stewart

Schedule

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

Evidence of Completion

Walkthrough rollup and coach's log

G5. Increase rigor in content area classes. 1

G037674

G5.B1 Resistance to change. 2

B090549

G5.B1.S1 Train a cadre of teachers in literacy design collaborative from the varied content areas to introduce and lead the school in transitioning to common core. 4

S101318

Strategy Rationale

Action Step 1 5

Train selected teachers in literacy design collaborative(LDC)

Person Responsible

Lea Kalinowski

Schedule

On 11/17/2014

Evidence of Completion

5 lesson modules

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Common core lessons in all classrooms

Person Responsible

Jack McClellan

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Classroom walkthroughs and lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Common core modules, tasks and activities will be utilized on all classes

Person Responsible

Ben Killingsworth

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

classroom walkthroughs and lesson plans

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
G3.B1.S1.A1	All science teachers Utilize NG-CARPD	Krell, Andrea	8/18/2014	Feedback from reading coach	6/5/2015 daily
G4.B3.S1.A1	Will assist with re-teaching students in small groups	Stewart, Melissa	8/18/2014	Pre and Post Assessments and Coach's Log	6/5/2015 biweekly
G5.B1.S1.A1	Train selected teachers in literacy design collaborative(LDC)	Kalinowski, Lea	8/25/2014	5 lesson modules	11/17/2014 one-time
G1.B2.S1.A1	Small group instruction focused on addressing deficiencies	Kalinowski, Lea	8/18/2014	Teachscape walkthroughs and formative and summative assessments	8/18/2014 one-time
G1.B2.S1.A2	Small group instruction focused on addressing deficiencies	Kalinowski, Lea	8/18/2014	Teachscape walkthroughs and formative and summative assessments	8/18/2014 one-time
G1.MA1	iReady and walkthroughs	McClellan, Jack	8/18/2014	iReady data	6/5/2015 weekly
G1.B2.S1.MA1	Professional learning community on increasing rigor in the classrooms	Barnes, Valencia	8/18/2014	Lesson study	6/5/2015 biweekly
G1.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
G2.MA1	iReady	Kalinowski, Lea	8/18/2014	Data from iReady	6/5/2015 quarterly
G3.MA1	All teachersUse NG_CARPD, Peer review of formal assessments Use kagan Strategies, Used manipulatable technology	Krell, Andrea	8/18/2014	Students will make improvements in iReady testing, Biotechnology students will have an 80 percent success in Biotechnology certification and an increased to 50 percent pass rate performance on the Biology EOC.	6/5/2015 semiannually
G3.B1.S1.MA1	NG-CARPD	Kalinowski, Lea	8/18/2014	iReady score improvement	6/5/2015 semiannually
G3.B1.S1.MA1	Reading strategies	Kalinowski, Lea	8/18/2014	Science coach documentation	6/5/2015 daily
G4.MA1	iReady and teacher developed formative assessments	Stewart, Melissa	iReady data	one-time	
G4.B3.S1.MA1	Teachscape Walkthroughs and coach's log	Stewart, Melissa	8/18/2014	Walkthrough rollup and coach's log	6/5/2015 weekly
G4.B3.S1.MA1	EOC Data	Stewart, Melissa	8/18/2014	EOC	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1	Administrators and coaches will review lesson plans and conduct weekly classroom walkthrougths	Killingsworth, Ben	8/25/2014	Walk-though summary and lesson plan review	5/29/2015 weekly
G5.B1.S1.MA1	Common core modules, tasks and activities will be utilized on all classes	Killingsworth, Ben	8/25/2014	classroom walkthroughs and lesson plans	5/29/2015 weekly
G5.B1.S1.MA1	Common core lessons in all classrooms	McClellan, Jack	8/25/2014	Classroom walkthroughs and lesson plans	6/5/2015 weekly

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.

G3. Students have the ability to retain information read for comprehension, communicate effectively, and use science appropriate vocabulary to explain and interpret passages, diagrams, models and charts.

G3.B1 Students lack engagement of curriculum practice and during instruction. Students generate an environment counter conducive to learning. Teachers have a hard time maintaining class organization and forward momentum of content due to disruptive students.

G3.B1.S1 NG-CARPD

PD Opportunity 1

All science teachers Utilize NG-CARPD

Facilitator

Reading Coach

Participants

Science teachers

Schedule

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

G5. Increase rigor in content area classes.

G5.B1 Resistance to change.

G5.B1.S1 Train a cadre of teachers in literacy design collaborative from the varied content areas to introduce and lead the school in transitioning to common core.

PD Opportunity 1

Train selected teachers in literacy design collaborative(LDC)

Facilitator

SREB Trainers

Participants

Brandi Gallon, Ronnie Chambers, Rhonda Moore, Caullette Hicks

Schedule

On 11/17/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0