

Main Street High School



2017-18 Schoolwide Improvement Plan

Main Street High School

1100 N MAIN ST, Kissimmee, FL 34744

<http://mainstreethigh.com>

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	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	0%

School Grades History

Year	2009-10
Grade	I

School Board Approval

This plan was approved by the Osceola County School Board on 11/14/2017.

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>.

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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 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 Main Street High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

Our mission is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful post-secondary transitions.

b. Provide the school's vision statement.

Every student given the right tools, support and environment, is capable of succeeding and exceeding their expectations. With the proper resources, and the flexibility to adapt and differentiate instruction, we can consistently involve students in the learning process and provide them with the right tools to successfully transition to the next opportunity they face.

2. School Environment

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

The mission of Main Street High School is to provide students who have dropped out, or are in danger of dropping out, an innovative education solution to earn a high-school diploma.

Students participate in the planning and implementation of events celebrating, for example, Hispanic Heritage Month and Black History Month, as ways of learning and teaching others about their cultures. Through student supported programs such as these and active mentoring, the behavioral incidents at the school have been very few in number, and the appropriate corrective measures have been taken to ensure the safety and security of the school. Intervention strategies such as anger management instruction, guidance counseling sessions, and teacher-parent-student meetings are available to students. These help to refresh relationships not only between teachers and students, but sometimes between students and their families.

At Main Street High a mandatory student mentoring policy is in place in order to create a consistent procedure for meeting the mandatory credit earning requirement, as well as the school's graduation goal. By mentoring students we learn about students' cultures and build relationships between teachers and students.

Procedures for mentoring students

Responsibilities: All assigned staff mentors

Procedure

1. Academic Advisor:

- Assigns a mentor to each student within 30 days of enrollment.
- Completes a spreadsheet of mentors and mentees and emails it to the entire staff after updates are made.
- Monitors all staff assigned as mentors to ensure they are meeting with students once per month or more.

2. School Leader, Assistant School Leader or Dean of Students:

- Creates binder for mentors to file logs alphabetically.
- Oversees that all students have an assigned mentor and monthly mentoring is taking place.

3. Mentors:

- Review the spreadsheet and determine their assigned students.
- Meet with students monthly or more for a mentoring session to discuss Student Progression and graduation status.
- Record meetings on the Student Mentoring Log and have students initial for each meeting.
- Keeps logs for mentees in binder alphabetically.

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

Main Street High School maintains a safe and secure learning environment. The school has developed extensive manuals which address severe weather emergencies, crisis events and school-wide safety. The school has developed a Crisis Response Plan and has posted safety and emergency procedures for all students and staff to follow. Teachers and staff receive annual training on these procedures prior to the beginning of the school year. Emergency drills are held at unexpected times and under various conditions throughout the year. Security cameras are positioned throughout the facility, and are constantly monitored by on-site security personnel and administration. All classrooms are equipped with two-way PA systems and panic buttons to further enhance communication and safety. Fire drills are conducted on a monthly basis. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school in the event of an emergency. The Main Street High School Manual is provided to all employees and reviewed at the Opening of Schools Meeting each year.

Main Street High understands the importance of maintaining confidentiality of student records. The Main Street Staff Handbook delineates specific guidelines for staff regarding student confidentiality. Personnel responsible for maintaining students' records (i.e., Registrar, Academic Advisor, Admissions Coordinator, etc.) are provided with additional training by the Director of Human Resources and required to sign an agreement in which they agree to abide by the statutory and organizational guidelines with respect to the confidentiality of student records. Employees sign a document stating that "failure to adhere to the statutory guidelines and school procedures related to confidentiality of student records by an employee results in disciplinary action."

Each year, Main Street High School provides students and parents with a handbook that contains the school's policies and procedures. The handbook delineates the code of conduct followed by Main Street High. At the same time, a system of rewards and incentives is implemented to promote positive behaviors. The structured, individualized, and positive learning environment that is promoted at Main Street High has led to a significant improvement in the behaviors of students attending the school.

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.

POSITIVE BEHAVIOR SUPPORT STUDENT REWARD PROGRAM

Objective: To enhance the school culture and decrease negative behavior/discipline referrals by providing students with positive behavior reward opportunities.

Program Overview: Students who demonstrate the required behaviors for participation that are predetermined by the Positive Behavior Support Program are eligible for the weekly reward. Students

who do not earn the predetermined criteria are not eligible for the reward and are engaged in routine educational activities. The goal over time is to decrease the negative behavior and increase the positive behavior in each classroom and school wide. Reward should be limited to thirty minutes a week.

Reward Cycle: The schedule of rewards should reflect the cycle below. If it is determined that there needs to be a variation from the cycle, approval from the Deputy Superintendent is required in advance.

- Quarter 1 – Weekly
- Quarter 2 – Every other Week
- Quarter 3 – Every third Week
- Quarter 4 – Monthly
- Summer Enrichment - Weekly

Established Criteria for Student Participation: Students must have met the following criteria in order to participate in the reward over the course of the time leading up to the scheduled reward day.

1. The student must be in attendance the standard percentage that is predetermined by the school. – 80%
2. The student must complete all of the classroom's/school's predetermined number of APEX activities. – 40 lessons a week. (A lesson is defined as all the assignments that are required in the completed lesson)
3. The student must participate in ALL Direct Instruction lessons/classes. (if applicable)
4. The student must have no (0) discipline referrals.

Reward Options Ideas (based on student interest, school resources, school budget):

- Dress down ticket
- Movie
- Ice cream social
- Recreation
- Arts and crafts
- Poetry slam
- Gaming
- Music session
- Board games
- Other

Responsible Parties and Roles:

Program supervisor/facilitator – Dean of Students, Assistant School Leader, or School Leader

1. Determine eligibility criteria for rewards
2. Determine day and times for student rewards
3. Notify all school personnel of days/times for reward and eligibility criteria
4. Announce PBS program eligibility criteria and days/ times for reward regularly to students
5. Prepare in advance for reward (check request, purchase of materials, location, space needed, materials needed, etc.)
6. Arrive at classroom at scheduled day and time based on schedule
7. Receive eligibility list from classroom teachers
8. Determine if an additional staff member from classroom is needed based on numbers of participants
9. Escort eligible students to reward location

10. Conduct reward with eligible students

11. Escort students back to class

Teachers/Academic Coaches

1. Present program facilitator with a list of students that earned activity

2. Call for eligible students when facilitator arrives

3. Maintain order in class for students not eligible or not interested in attending activity who opt out

4. Refocus class and all students return to work

5. Remind students not earning activity of the participation criteria

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 primary goal of Main Street High School is to address the academic needs of students who have dropped out of school or who are at risk of dropping out. For the school to successfully meet the needs of the students it serves, Main Street High has created a mentoring program in which members of the instructional team serve as mentors to designated students in order to monitor and assist them in complying with graduation requirements. Teachers are trained to serve as a mentor to students. The teacher's role is to monitor and support the student's academic progress, behavior, social well-being and attendance. Within the first 30 days of a student's enrollment, he/she is assigned a teacher mentor (Please note that not all mentors are certified teachers). Mentors are required to meet with their mentees every Friday, or more often if needed. The mentor will create a Mentoring Folder for each student which will contain the Academic Advisement Form, the Mentor-Mentee Meeting Agreement Form, and the Post Secondary Plan (for seniors). A copy of the Main Street Student Post Secondary Plan is included in Appendix D. The school's Academic Advisor will provide students with opportunities for career and job-seeking explorations and interviewing techniques, track employment and hours where applicable, conduct employer outreach on behalf of students, and coordinate job and career fairs in support of student post-secondary goals. The School District of Osceola County also provides counselling services as well as speech services to students from a school psychologists and social workers biweekly.

One of the goals of Main Street High School is to increase the number of students attending college after graduation. Main Street High will participate in the district's initiative to increase the percentage of students pursuing a post-secondary education. This initiative, called "Got College?", is a partnership between the Osceola School District, Valencia College, and the Education Foundation. In addition to the "Got College?" initiative, Main Street High implements PERT preparation classes through APEX and also with Study Island in order to further prepare students to attend and excel in post-secondary education.

Special activities or programs initiated or developed by the staff to assist students include:

Positive Youth Development

Parent Academy

Drug and Alcohol Course

Summer Enrichment Program

College and Career Day

Goodwill Good Guides Program

Goodwill Mentors (six staff members formally trained)

Extracurricular activities initiated or implemented by staff include:

Blood Drive

Senior Field Day

Community Fair

Thanksgiving Feast

Senior Prom

Field Trips - Bethune Cookman, CSI Experience, Everest University,
Gradbash

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	12	45	122	203	382
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	21	45	61	49	176

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	33	90	183	252	558

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

The School Leader chairs the Problem Solving Team (PST) that uses evidence-based instruction and interventions, progress monitoring, and evaluation for ongoing tracking of individual students in order to make informed decisions about the students' educational and behavioral programming needs. The MTSS framework uses data-based problem-solving intervention techniques to address academics and behavioral instruction and intervention by providing students who need instructional intervention beyond what is provided for positive behavior and academic content, with targeted supplemental interventions delivered individually, or in small groups at increasing levels of intensity.

The four-step MTSS problem-solving model implemented at Main Street High School consists of the following steps:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained.

Step 2: Identify possible reasons why the desired goal(s) is/are not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) based on data that verified the reasons identified in Step 2.

Step 4: Evaluate the effectiveness of the plan in relation to stated goals. The Problem Solving Team (PST) provides data on Tier 1, 2 and 3 targets for academic and social/emotional areas that need to be addressed. Currently, the PST is monitoring the progress of 35 students at Main Street High School. The MTSS team meets at least once a month to review and evaluate the progress of the students. The team ensures that the proper materials and interventions are aligned with the students' needs. The team reviews FCAT, and Apex assessments, to assess the needs of the students in order to ensure that all deficiencies are addressed. To address behavioral and emotional problems, the student's school history and anecdotal records are reviewed by the Academic Advisor or ESE specialist to determine the best course of action to assist the student. The PST works closely with district personnel to ensure that training is available for instructional staff. Continuous training of instructional staff will assist with ensuring that the needs of all students are met. The team reviews data on Tier 2 and 3 targeted students in which academic and social/emotional areas need to be addressed. Staff training on the effective implementation of the MTSS framework is done both in team meetings and in school-wide professional development training sessions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

Parental involvement is encouraged for SAC, enrollment interviews, new student orientation, career/community fairs, teacher/parent conferences, exit interviews (for withdrawing students), graduation interviews, the graduation ceremony, and extracurricular activities such as the Thanksgiving dinner.

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.

As a member of the Osceola Chamber of Commerce, Main Street High School participates in and hosts Business After Hours events. We also host a community and career fair. In addition, we partner with many businesses such as Lechonera El Jibarito, Goodwill, Cici's Pizza, MTSS Community Services, City of Kissimmee and ANB Inspection Services.

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
Ward, Tiffany	Principal
Baez, Wilberto	School Counselor
James, Kevin	Assistant Principal

b. Duties

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

As the School Leader, Mrs. Ward responsibilities involve setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for leadership team. Our Instructional Leadership Team is committed to the core business of teaching, learning and knowledge. Our staff members meet on a regular basis during our Professional Learning Community to discuss how to do their jobs better and ultimately help students learn more effectively.

As a leadership team we know our faculty's strengths and weaknesses. If specific resources can benefit the staff, we are always ready and prepared to provide them. We also clearly recognize that teachers thrive on being appreciated and acknowledged for good performance.

As a leadership team we strive to be good communicators. Interpersonal or people skills are crucial to the success of our school. As a team we communicate our beliefs pertaining to education, including the conviction that every student is capable of learning. These skills inspire trust, spark motivation and empower teachers and students.

Our teachers rely on their leadership team to be sources of information related to effective instructional practices and current trends in education. As Instructional leaders we strive to be tuned in to all of the pertinent issues and current events related to curriculum, effective assessment and pedagogical strategies.

As instructional leaders, we strive to be a positive, vibrant and visible presence in the school; modeling behaviors of learning, focusing on learning objectives, and leading by example. We believe these are crucial to the success of our school.

The following are descriptions of the roles and responsibilities of our leadership team.

Wilberto Baez, Academic Advisor

Responsibilities:

- Adheres to and promote the implementation of all guidance programs.
- Reviews and evaluate student transcripts.
- Develops student schedules based on graduation requirements; graduate plans.
- Enrolls students in the appropriate classes.
- Manages and act as primary school site contact for internal student information system.
- Assists students and faculty to create a Graduation Plan for each student.
- Assists students with college application process.
- Assists student development of post-secondary plans, employment and career programs.
- Works with and support designated consultants, agencies, and/or support groups
- Maintains confidentiality in all student and professional matters.
- Maintains consistent contact with staff, teachers, students, families and community agents.
- Markets scholarship opportunities to students; initiate partnerships with local high schools,

vocational, colleges and universities.

- Schedules conferences with parents and students to discuss graduation track and any other topic that relates to graduation.
- Provides students with a positive role model and individual mentoring.
- Conducts campus tours to ensure that school and school board policies are being enforced.

Corrects non-compliance.

- Manages inter-disciplinary team to ensure students are being provided with services as needed.
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Participates in school-based leadership opportunities (i.e. team meeting, Lead teacher meeting, etc).
- Convenes scheduled meetings with School Administration to discuss individual cases and the well-being of the student body.
- Ensures teachers are organized, manage their time well and cover proper curriculum conforming to Main Street High, state and District guidelines.
- Works with School Administration to observe and evaluate the classroom environment.

Kevin James, Assistant Principal

Responsibilities:

- Fully embraces the philosophy and mission of the School
- Builds positive relationships with students and parents
- Provides leadership and support of curriculum and instructional practices
- Assists with implementing School policies
- Assists with creating a positive, team spirit throughout the School
- Assists with providing accurate school data in a timely fashion to district, state, board and Mavericks in Education, LLC.
- Maintains discipline according to the School Code of Conduct in all applicable situations
- Conducts conferences with parents, students, teachers and other community leaders
- Attends all staff meetings, open houses, in-services and any other meetings at the request of the Administrator
- Works cooperatively to monitor student progress
- Keeps apprised of school policies, curriculum requirement and any developments that affect the School's mission and philosophy
- Works professionally and cooperatively to fulfill duties and responsibilities
- Assumes other duties as assigned

Tiffany Ward, Principal

Responsibilities:

- Responsible for the day-to-day operation and management of the school; the School Leader hires, trains, evaluates and supervises the school-based faculty and staff.
- Achieves predetermined objectives with and through the voluntary cooperation and effort of the faculty and staff. These objectives include enrollment, attendance, retention, credits earned, standardized testing and graduation rates.
- Manages of student behavior and discipline. Maintains attractive, organized, functional, healthy, clean and safe facilities. Assumes responsibility for the health, safety and welfare of the students, employees and visitors.
- Develops clearly understood procedures and provides regular drills for emergencies and disasters.
- Helps to manage the relationship between the school, Mavericks in Education, the non-profit governance board, and the local school district.
- Actively participates in community events and promotes the success of the school by developing relationships with local community, government, business and public school leaders.

- Abides by and implements all policies and procedures developed by Mavericks in Education, the local school district and other governmental agencies. Monitors school performance data and manages all reporting needs required by Mavericks in Education, local, state and federal authorities, and the school governance board.
- Administers of public and private grants. Appropriately works with the business and finance managers to oversee budgets and forecasting.
- Manages the budget and expenditures in cooperation with Mavericks in Education to meet financial obligations.

Tonja Christopher, Dean of Academics

Responsibilities

- Assists Principal with daily operation of the school.
- Provide students with a positive role model and individual mentoring.
- Conducts campus tours to ensure that school and school board policies are being enforced. Corrects non-compliance.
- Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals.
- Reports on investigations of offenses committed by students.
- Investigates referrals where student or school property is stolen or reported missing.
- Works closely with the school guidance counselor, Principal and local law enforcement agencies and make referrals as appropriate.
- Utilizes varied behavioral modification strategies to achieve desired positive behavior.
- Provides continuous implementation of Behavioral Modification plans to instructional staff.
- Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action.
- Assists with the enforcement of school/state attendance policies.
- Counsels students and parents on attendance, truancy and behavioral issues.
- Assists with the supervision of organized student gatherings and see that all equipment is operative.
- Coordinates the orderly conduct of students during arrival and dismissal.
- Assists with the supervision of students detained after school hours for disciplinary reasons.
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Ensures school code of conduct is enforced consistently.
- Participates in school based leadership opportunities (i.e. team meeting, Lead teacher meeting, etc).
- Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.
- Works with School Administration to observe and evaluate the classroom environment.
- Visits classrooms regularly; provides coaching on classroom management.
- Assigns teachers to arrival and dismissal duties; creates posts and updates schedules.
- Assists the Principal in the planning and implementation of enrollment efforts.

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.

Transforming Main Street High School into a learning community and an active nurturing environment is one of our main goals. Our focus as a professional learning community is to build, sustain, and embrace a positive relationship with teachers and to share leadership, power, and decision making.

This includes the exact verbiage to include in your School Improvement Plan. It can be found at:

1. Current School Status
C. Effective Leadership
1. School Leadership 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

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided English Language Arts, Mathematics, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the

school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tiffany Ward	Principal
Kim Stephenson	Parent
Johua Pagan	Teacher
Scott Barron	Education Support Employee
Makayla Martin	Student
Taylor Stephenson	Student
Manny Matos	Student
George Smithson	Student
Karina Perez	Business/Community

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

Main Street High School, School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of our SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

These individuals are representative of the ethnic, racial and economic makeup of the community served by Main Street High school.

b. Development of this school improvement plan

The SAC has developed goals for the 2017-2018 school year and approves and implements the SIP. As the year progresses, SAC evaluates the effectiveness of the initiatives; identifying areas of success and concern to be addressed the following school year.

The SAC reviews relevant data (which is much more than test scores), identifies problem areas, develops improvement strategies, monitors their implementation, and then starts the whole process over when the next round of data is available.

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

N/A

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

Funding is determined by the EdisonLearning corporate office.

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
Ward, Tiffany	Principal
Fortin, Elaine	Teacher, K-12
Andujar, Evelyn	Teacher, K-12
Baez, Wilberto	School Counselor
James, Kevin	Assistant Principal
Briscoe-Pereira, Inessa	Teacher, K-12
Barron, Scott	Teacher, ESE

b. Duties

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

The major initiative of the LLT in the 2017-2018 school year will be to increase student learning gains in reading. This will be done by continuing to support a school culture which promotes literacy in all areas. By incorporating daily direct instruction, the LLT can provide high-interest material at accessible readability levels to students reading below grade level. For ELLs, direct instruction will target learning the English language, functionally and grammatically. In addition to APEX and READING PLUS we have added EDGE and REWARDS curriculum to better assist our students individual needs. The LLT will continue to work with the administrative team and the School Governance Board to request tangible books which are of high interest for the students - ensuring that all students are taking part.

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.

As a school we strive to be successful as such some of the characteristics we try to exhibit are strong instructional leadership, a clear and focused mission, high expectations for students, a climate conducive to learning, opportunities to learn, regular monitoring of students and classrooms, and positive home-school relations , collegiality and collaboration to positive school outcomes. At Main Street High our teachers and staff work collaboratively on improvement activities . Our teachers and administrators work together, to reach the level of commitment, energy, and motivation is likely to be higher and change efforts are more easily implemented.

Schools with professional collaboration exhibit relationships and behaviors that support quality work and effective instruction, including the following:

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

Advertisement is made through Teacher-Teacher.com; submitted by Jacqueline Galvan Edison Learning Human Resources. Tiffany Ward (principal) and Kevin James (assistant principal) prescreen teachers through the FL DOE certification site and district contact. Interviews are conducted on-site to ensure that teacher-candidates will be compatible with an academic environment and methodology differing from most traditional high schools. After hire, initial orientation and professional development is provided through the district office and through Mavericks-in-Education. On-site professional learning communities are established with the goal of improving student engagement and minimizing off-task behavior. Professional development for all staff is provided on an on-going basis. Professional development emphasizes classroom management, direct instruction, and making data-driven decisions. Effective teachers are recognized monthly. School administration and lead classroom teachers are responsible for these initiatives.

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

New teachers share a classroom with, at least, 1 (usually 2) experienced teachers or instructional assistants. Subject area meetings or professional developments are conducted weekly to address specific curricula concerns. Upcoming on-site and off-site professional development opportunities are communicated regularly via emails or flyers. Additional on-site professional development is planned for all work days. All new teachers are mentored by their lead classroom teacher and by an experienced teacher from their subject area. Following are current assignments: Carlos Gracia (Teacher) mentored by Ronald Schroeder and Viviana Salamo (Teacher) mentored by Wilberto Baez Rodriguez.

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.

Students will demonstrate basic competence in reading, mathematics and writing.

Main Street High School utilizes a set of indicators to measure goal attainment. To assess the level of success for Goal Area 1: Academic Achievement, Main Street High reviews data retrieved from the following indicators:

Reading Plus and Study Island results
FCAT/EOC/FSA results
Credit Accrual
Graduation and diploma acquisition

Reading Plus and Study Island Results

The Reading Plus and Study Island results enable Main Street High School to measure the achievement of all students with a great deal of accuracy in a short period of time. All Reading Plus and Study Island assessments are computerized and are presented adaptively, adjusting in difficulty based on each student's responses to test questions. The Reading Plus and Study Island results

provides useful, reliable, and relevant data that gives valuable insight into each student's college readiness and academic growth. Testing is conducted during the orientation process to establish each student's proficiency in both reading and math. This allows the teachers to immediately understand the student's needs and operationally group students for lessons focused on specific needs. Testing is also conducted midyear and at the end of the year.

Goal Strand 1. Reading Process: Word Analysis and Vocabulary

Goal Strand 2. Reading Process: Reading Comprehension

Goal Strand 3. Literacy Analysis: Fiction

Goal Strand 4. Literacy Analysis: Non-Fiction, Media Literacy.

These goal strands are targeted during instructional time and growth is measured during different times of the year.

Math Results

Instructors at Main Street High have been able to present concepts that these students had struggled with for an average of 4 years and present them in a manner that allowed students to achieve mastery. These increases can be further segmented by subcategories including:

Goal Strand 1. Operations and Algebraic Thinking

Goal Strand 2. The Real and Complex Number Systems

Goal Strand 3. Geometry

Goal Strand 4. Statistics and Probability

These goal strands are targeted during instructional time and growth is measured during different times of the year. More specific detailed and individualized reports and goals are established by the software that teachers are able to use to effectively group students with similar needs to deliver meaningful lessons that meet the actual needs of each student.

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.

The school gathers data from the results of FSA, FCAT,EOC, SAT, ACT, PERT, Reading Plus, Study Island and any other standardized tests that allow data to be broken down by individual student into areas of strength and challenge. This information is sorted from strongest to weakest by number of correct answers in each area. From this data, students can be grouped and the areas of their greatest need targeted by direct instruction. Regular benchmark tests are used (the frequency dependent on the discipline) to assess mastery or the need for reteaching and instructional methods are adapted, for example, using visual rather than exclusively verbal cues.

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: Extended School Year

Minutes added to school year: 4,800

Students may attend school for 5 hours, 2 day per week, during the summer.
Special events are also scheduled on some of the designated days.

Strategy Rationale

Students continue studying by not breaking the momentum they developed throughout the school year.

Students remain connected to the school and their friends.

The faculty is made aware of issues hindering student success that may have developed after the school year ended.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Torres, Veronica, vtorres@mavericksineducation.com

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

The effectiveness of the summer program is determined by how many students participate in activities and by how many lessons and courses are completed as a result.

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.

Small classrooms and a learning environment characterized by direct differentiated instruction and positive reinforcement create a unique and supportive atmosphere for all our students. Before they enroll, all students go through an orientation course designed to familiarize them with the culture of the school and the systems they will be required to use. In this way, they become aware of (and comfortable with) expectations, before they enter the classroom. Classrooms are divided by cohort year making transitions from one grade level to the next seamless and exciting. Classroom teachers build a supportive environment where all students can grow personally and academically. Specific interventions are made available for students once their needs for such are made known. Graduation is not just a ceremony; it is the fulfillment of a dream of success.

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.

The students meet with both the academic advisor to determine the correct course of action needed for future career and life choices. The students are able to provide feedback regarding their plan and

are empowered to work at a pace that is comfortable for them while ensuring mastery in that area. The academic advisor assists with job placement, job coaching, post-secondary education, or vocational placement upon graduation.

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

Main Street High School works hand-in-hand with the school instructional staff, academic advisor, parents and students in preparing the student with post high school plans. Through the Bridges, Money Smart, and School Connect programs, students are taught and review the necessary skills needed for future life choices. The students gain an understanding in knowing that skills such as math, reading, and writing are essential in daily living activities such as banking, completing a resume, and ensuring comprehension of any document.

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 students meet with the academic advisor to review and discuss graduation requirements. In addition, school graduation committees ensure that students remain on track towards their goals. Career and College Fairs give students the chance to explore future interest in a more hands-on manner and provide an opportunity for them to ask questions. PERT, SAT, ACT and ASVAB testing information also ensure the students are prepared for the requirements of post-secondary choices.

Main Street High has incorporated an Accelerated Career Education (ACE) Program that includes a business education cluster of courses offered through the Apex Curriculum working with the Goodwill Mentoring Program. Students must meet specific criteria to be accepted to this program and be interviewed prior to acceptance. This program increased in SY17 with 27 students successfully completing the program. The goal for SY18 is for 25 or more students to participate in this mentoring program.

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.

The entire Main Street High model is designed to improve student readiness for the public post-secondary level with most of our students enrolling for the purpose of remediation, credit recovery, and standardized testing retakes. We continue to design skills-based direct instruction and test strategy courses to accommodate our constantly evolving student body.

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" 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.** If our focus over the school year is on high quality instructional practices, our outcome and school goal will be to increase the graduation rate.
- G2.** If collaborative teams of highly-qualified teachers provide meaningful, targeted, direct instruction to all students, then student performance will increase.
- G3.** If students are mentored consistently, then attendance and retention will improve and performance will increase.

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. If our focus over the school year is on high quality instructional practices, our outcome and school goal will be to increase the graduation rate. 1a

G097500

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	85.0

Targeted Barriers to Achieving the Goal 3

- Main Street HS is a school that is designed to help students get back on track. Many of our students may be several grade levels behind when they come to us.

Resources Available to Help Reduce or Eliminate the Barriers 2

- We bring in outside services to support the students and provide them assistance. Good Will has been a great support to our school.
- The teachers and the support they provide is instrumental to the students. The emotional and educational support is vital to the success of our students.
- The teachers and the support they provide is instrumental to the students. The emotional and educational support is vital to the success of our students.

Plan to Monitor Progress Toward G1. 8

Data spreadsheets will be produced by all of Edison Learning to chart the progress of our students across all areas that are targeted as goals.

Person Responsible

Tiffany Ward

Schedule

On 5/24/2018

Evidence of Completion

The data spreadsheets are live data that are updated weekly.

G2. If collaborative teams of highly-qualified teachers provide meaningful, targeted, direct instruction to all students, then student performance will increase. 1a

G097501

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
FSA ELA Achievement	65.0
FSA ELA Achievement - SWD	55.0
FSA ELA Achievement - ELL	45.0
ELA/Reading Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- No rigor in classroom instruction
- Inconsistent teacher delivery of content material.
- Lack of using ELL strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Multiple teachers in every classroom.
- Professional development addressing particular needs of teachers.
- Classroom meetings and data chats.
- Targeted direct instruction.
- Bilingual teachers.
- Additional interventions to support SWD and ELLs.

Plan to Monitor Progress Toward G2. 8

Teachers will conduct peer review of charts and lesson plans.

Person Responsible

Kevin James

Schedule

Monthly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Peer review concerns/recommendations. Good reviews will result in continued classroom support; bad reviews will lead to a recommendation for professional development. Positive results will be indicated by healthy standardized test scores (5% increase in passing scores); questionable results will be indicated by failing standardized test scores; poor results will be indicated when the student is not prepared to test due of a lack of instruction.

G3. If students are mentored consistently, then attendance and retention will improve and performance will increase. 1a

G097502

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	5.0

Targeted Barriers to Achieving the Goal 3

- Personal student distractions placing education at low priority.
- Inconsistent teacher availability.
- Students must find own transportation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Partnership with Goodwill Industries.
- Multiple teachers in classroom.
- Classroom meetings and data chats.
- Targeted direct instruction.
- Bilingual teachers.
- Additional interventions for SWD and ELLs.
- Lynx bus passes.
- Positive behavioral incentives encouraging consistent attendance.
- Job preparation through resume building and mock interviews.
- Availability of breakfast, lunch, and late afternoon snack.
- Saturday school

Plan to Monitor Progress Toward G3. 8

Review of enrollments, withdrawals, and attendance records.

Person Responsible

Kevin James

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Records indicate 500 students are currently enrolled, <10 students withdraw with codes of W15 or W22, attendance is at 70%.

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. If our focus over the school year is on high quality instructional practices, our outcome and school goal will be to increase the graduation rate. **1**

 G097500

G1.B2 Main Street HS is a school that is designed to help students get back on track. Many of our students may be several grade levels behind when they come to us. **2**

 B262091

G1.B2.S1 Strategy is to work is to differentiate instruction through our small group DI sessions. **4**

 S277601

Strategy Rationale

Small learning sessions will help the students maintain focus and stay on target.

Action Step 1 **5**

The teachers will work with the students in Differentiated Instructional Groups.

Person Responsible

Tiffany Ward

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

We will use observations from Effective Educators/ lobservation/ informal, formal observations, samples of student's work, student's sign in sheets and student's assessment results.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will provide exit tickets to the students, in order to ensure that students are grasping material for each standard.

Person Responsible

Tiffany Ward

Schedule

On 5/24/2018

Evidence of Completion

The information will be compiled in an online excel spreadsheet or other type of documentation. This will be maintained in order to refer back to and ensure that students are understanding the material at a high level.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Dean of Academics will be working closely with the teachers and observing instruction. She will be holding data chats and meetings to ensure that students are on target to meet their learning goals.

Person Responsible

Tiffany Ward


Schedule

Biweekly, from 10/2/2017 to 5/24/2018

Evidence of Completion

The dean of academics will maintain data spreadsheets that will chart progress.

G2. If collaborative teams of highly-qualified teachers provide meaningful, targeted, direct instruction to all students, then student performance will increase. 1

 G097501

G2.B1 No rigor in classroom instruction 2

 B262093

G2.B1.S1 Training for teachers for differentiated instruction and professional development provided by Dr. Natalie Williams from Edison Learning 4

 S277602

Strategy Rationale

Credit completion and graduation rate indicate that targeted direct instruction has proven effective in communicating content. But, for it to raise low test scores, teachers must be more strategic in selecting topics for their lessons specifically aligned to the benchmark to be tested

Action Step 1 5

Identify percentage of standards/benchmarks tested on each required standardized test.

Person Responsible

Kevin James

Schedule

On 8/18/2017

Evidence of Completion

Table of results.

Action Step 2 5

Confirm which Apex Learning units/lessons target the standards/benchmarks identified in the table.

Person Responsible

Kevin James

Schedule

On 8/25/2017

Evidence of Completion

Table of results matched to table of percentage of standards/benchmarks tested.

Action Step 3 5

Content area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of each standard/benchmark.

Person Responsible

Kevin James

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Teacher-created assessments.

Action Step 4 5

Content area teachers collaborate to develop/amend lesson plans supporting the standard/benchmark for which they created the FSA/EOC formatted assessment.

Person Responsible

Kevin James

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Teacher-created lesson plans.

Action Step 5 5

All teachers meet to generate content-specific and teacher-specific charts to record results of assessments.

Person Responsible

Kevin James

Schedule

Monthly, from 9/11/2017 to 5/24/2018

Evidence of Completion

Content-specific and teacher-specific charts.

Action Step 6 5

Teachers will receive professional development on how to help students connect the classroom material to standardized test questions.

Person Responsible

Kevin James

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development agenda, sign-in sheet, workshop notes including revised lesson plans, and District transcript.

Action Step 7 5

Teachers will receive professional development on how to adjust lesson plans when they encounter students who lack schema.

Person Responsible

Kevin James

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Revised lesson plans

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

Review of teacher lesson plans

Person Responsible

Kevin James

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plan approval/comments or notes from teacher meeting, if required.

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

Administrator will "walk-thru" the classrooms.

Person Responsible

Kevin James

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Informal notes or notes from teacher meeting, if required.

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

Administrator will conduct informal observations.

Person Responsible

Kevin James

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Informal notes or notes from teacher meeting, if required.

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

Administrator will conduct formal teacher observations.

Person Responsible

Kevin James

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formal teacher observation signed by teacher and administrator. Notes from teacher meeting, if required.

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

We will utilize the program Effective Educators to monitor teacher performance and oversee their differentiated instruction.

Person Responsible

Tiffany Ward

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

The evidence will be monthly classroom observations utilizing this specific classroom tool and providing specific classroom teacher feedback.

G2.B1.S2 Teachers will learn to analyze the data and use it to improve instruction practices. Teacher will also work collaborated groups in content area. 4

S277603

Strategy Rationale

Teachers need to be able to evaluate the data generated by their direct instruction and to use that data for continuing instruction to achieve higher test scores.

Action Step 1 5

Identify the percentage of standards/benchmarks tested on each required standardized test.

Person Responsible

Kevin James

Schedule

On 8/18/2017

Evidence of Completion

Table of results.

Action Step 2 5

Confirm which Apex Learning units/lessons target the standards/benchmarks identified in the table.

Person Responsible

Kevin James

Schedule

On 8/25/2017

Evidence of Completion

Table of results matched to table of percentages of standards/benchmarks tested.

Action Step 3 5

Content-area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of each standard/benchmark.

Person Responsible

Kevin James

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Teacher-created assessments.

Action Step 4 5

Content-area teachers collaborate to develop/amend lesson plans supporting the standard/benchmarks for which they created the FSA/EOC formatted assessment.

Person Responsible

Kevin James

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Lesson plans

Action Step 5 5

All teachers meet to generate content-specific charts to records results of assessments.

Person Responsible

Kevin James

Schedule

Monthly, from 9/11/2017 to 5/24/2018

Evidence of Completion

Content-specific charts.

Action Step 6 5

Professional development to instruct teachers on data indicators using their content-specific charts and how to use indicators to determine instruction/reteaching.

Person Responsible

Kevin James

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Professional development agenda, sign-in sheet, workshop notes (including content-specific charts, list of data indicators, and revised lesson plans), and District transcript. revised lesson plans.

Action Step 7 5

Professional development to instruct and encourage teachers to innovate lesson plans for remediation.

Person Responsible

Kevin James

Schedule

Every 2 Months, from 9/18/2017 to 5/24/2018

Evidence of Completion

Professional development agenda, sign-in sheet, workshop notes including new lesson plans, and District transcript. revised lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review of teacher lesson plans.

Person Responsible

Kevin James

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plan approval.comments or notes from teacher meeting, if required.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrator will "walk-thru" the classrooms.

Person Responsible

Kevin James

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Informal notes or notes from teacher meeting, if required.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrator will conduct informal observations.

Person Responsible

Kevin James

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Informal notes or notes from teacher meeting, if required.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrator will conduct formal teacher observations.

Person Responsible

Kevin James

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formal teacher observations signed by teacher and administrator. Notes from teacher meeting, if required.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Charts and lesson plans created from them.

Person Responsible

Kevin James


Schedule

Monthly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Lesson plan approval/comment by leadership team. Presentation at monthly all teacher meeting.

G2.B2 Inconsistent teacher delivery of content material. **2**

 B262094

G2.B2.S1 Teachers will be provided with professional development to clarify instructional objectives and given time to plan together. **4**

 S277604

Strategy Rationale

Credit completions and graduation rate indicate that students learn best when teachers have planned instruction according to clear objectives.

Action Step 1 **5**

Identify percentage of standards/benchmarks tested on each required standardized test.

Person Responsible

Kevin James

Schedule

On 8/18/2017

Evidence of Completion

Table of results.

Action Step 2 **5**

Confirm which Apex Learning units/lessons target the standards/benchmarks identified in the table.

Person Responsible

Kevin James

Schedule

On 8/25/2017

Evidence of Completion

Table of results matched to table of percentages of standards/benchmarks tested.

Action Step 3 5

Content-area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of each standard/benchmark.

Person Responsible

Kevin James

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Teacher-created assessments.

Action Step 4 5

Content-area teachers collaborate to develop/amend lesson plans supporting the standard/benchmark for which they created the FSA/EOC formatted assessment.

Person Responsible

Kevin James

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Lesson plans.

Action Step 5 5

All teachers meet to generate content-specific and teacher-specific charts to record results of assessments.

Person Responsible

Kevin James

Schedule

Monthly, from 9/11/2017 to 5/24/2018

Evidence of Completion

Content-specific and teacher-specific charts.

Action Step 6 5

Teachers will receive professional development on how to help students connect the classroom materials to standardized test questions.

Person Responsible

Kevin James

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development agenda, sign-in sheet, workshop notes including revised lesson plans, and District transcript.

Action Step 7 5

Teachers will receive professional development on how to adjust lesson plans when they encounter students who lack schema.

Person Responsible

Kevin James

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development agenda, sign-in sheet, workshop notes including revised lesson plans, and District transcript.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

In-school Professional Development

Person Responsible

Kevin James

Schedule

On 10/10/2017

Evidence of Completion

Calendar of professional development.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

In-school Professional Development

Person Responsible

Kevin James

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Agenda and sign-in sheets for each professional development opportunity.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

We will need to monitor the effectiveness of our professional development through data collected via Study Island, Algebra Nation and Reading Plus.

Person Responsible

Tiffany Ward

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

The evidence collected will be data from multiple sources, as explained above.

G2.B3 Lack of using ELL strategies 2

 B262095

G2.B3.S1 Teachers who collaborate to prioritize their non-instructional duties will be encouraged to participate in decisions concerning instruction and to innovate solutions to interruptions to instruction. 4

 S277605

Strategy Rationale

When classroom responsibilities are distributed evenly among multiple teachers in one classroom, more instructional time is available for all. When teachers are given more control over the decisions that directly affect their non-instructional time, teachers will be more supportive of the decisions, will complete the tasks without resistance, and will find more time for instruction.

Action Step 1 5

All teachers collaborate regularly.

Person Responsible

Kevin James

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Monthly meeting agenda, sign-in sheet, and notes (to include concerns, resolutions, persons responsible for duty and follow-up).

Action Step 2 5

Teachers collaborate regularly with their colleagues in the same classroom.

Person Responsible

Wilberto Baez

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom meeting agenda, sign-in sheet, and notes (to include concerns, resolutions, and persons responsible for duty or follow-up).

Action Step 3 5

Content teachers collaborate regularly.

Person Responsible

Wilberto Baez

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Content-area meeting agenda, sign-in sheet, and notes (to include concerns, resolutions, and persons responsible for duty and follow-up).

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review of notes from meetings.

Person Responsible

Kevin James

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Implementation of recommendations and/or resolution of problems specified in meeting notes.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Follow-up report to teachers concerning their recommendations and resolutions.

Person Responsible

Kevin James

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Agenda, sign-in sheet, follow-up meeting notes and supporting documents.


G3. If students are mentored consistently, then attendance and retention will improve and performance will increase. 1

 G097502

G3.B1 Personal student distractions placing education at low priority. 2

 B262096

G3.B1.S1 All staff will collaborate to identify and address the personal and social needs of all students so the students can focus on their academic needs without distraction. 4

 S277606

Strategy Rationale

When your family is depending on your income to pay the rent and your own children have not eaten since yesterday, it is impossible to concentrate on anything but providing for their basic needs.

Action Step 1 5

All staff will learn about the personal and social needs preventing our students from prioritizing education.

Person Responsible

Kevin James

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development agenda, sign-in sheet, workshop notes, and District transcript. (Brochures, if available.)

Action Step 2 5

All staff will learn about community resources available to help students with their personal and social needs.

Person Responsible

Juan Ruiz

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development agenda, sign-in sheet, workshop notes, and District transcript. (Brochures, if available.)

Action Step 3 5

All staff will learn about resources available to help students with their academic needs.

Person Responsible

Wilberto Baez

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development agenda, sign-in sheet, workshop notes, and District transcript.
(Brochures, if available.)

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

All staff will participate in the professional development.

Person Responsible

Kevin James

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development calendar. Documentation as described in action plan.

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

Review of enrollment and attendance records.

Person Responsible

Kevin James

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Enrollment roster and attendance records.

G3.B2 Inconsistent teacher availability. 2

 B262097

G3.B2.S1 Through Goal #1 teachers will work to make instructional time more meaningful and reduce non-instructional time. 4

 S277607

Strategy Rationale

A student whose priority is not education has already been discouraged in the academic environment. The student needs to associate education with an environment where all students can grow personally, as well as, academically.

Action Step 1 5

Implementation of a "reorientation" meeting to encourage new students to reflect on their experiences so we can address their issues and ensure retention.

Person Responsible

Juan Ruiz

Schedule

Biweekly, from 9/1/2016 to 5/24/2018

Evidence of Completion

Notes from meeting (including concerns, resolutions, and person responsible for follow-up).

Action Step 2 5

Informal consultation with random students.

Person Responsible

Kevin James

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Informal notes and notes from teacher meetings, if required.

Action Step 3 5

Administrator will conduct exit interviews for withdrawing students.

Person Responsible

Kevin James

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Interview notes and notes from teacher meetings, if required.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrator will ensure that all action plan steps have been fulfilled and follow-up if not.

Person Responsible

Kevin James

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Record of all logs and notes from interviews and teacher meetings, if required.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Enrollment will be checked consistently.

Person Responsible

Juan Ruiz

Schedule

On 5/24/2018

Evidence of Completion

Enrollment rosters.

G3.B3 Students must find own transportation. 2

 B262098

G3.B3.S1 Student attendance/retention is difficult to maintain when transportation cannot be coordinated or is not available. 4

 S277608

Strategy Rationale

Many students struggle with just getting to school. When students can get to school, the problem of low attendance is eliminated and schools can concentrate on closing the "back door" and improving instruction.

Action Step 1 5

Teachers will conduct data chats with students.

Person Responsible

Kevin James

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data chat notes.

Action Step 2 5

Teachers will maintain records of students who were phoned after non-attendance.

Person Responsible

Kevin James

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Phone logs.

Action Step 3 5

Teachers will maintain records of students who were sent letters of non-attendance.

Person Responsible

Kevin James

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Letters sent home logs.

Action Step 4 5

Select staff members will conduct home visits for students who have not attended and who have not responded to phone calls or letters.

Person Responsible

Kevin James

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Home visit logs.

Action Step 5 5

A log of students with W02, W24, and W26 exit codes will be used to follow-up if they have not been enrolled in another school/program.

Person Responsible

Juan Ruiz

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Record of contact, current situation of student, and reenrollment, if applicable.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Formal and informal observations and formal evaluations.

Person Responsible

Tiffany Ward

Schedule

On 5/24/2018

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

We will continue to run reports daily to check for attendance and monitor student enrollment.

Schedule

Person Responsible

Tiffany Ward



Schedule

Daily, from 8/10/2017 to 5/24/2018



















Evidence of Completion

Our attendance will increase and our enrollment will remain steady throughout the school year.




















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					
G2.B1.S1.A1  A374062	Identify percentage of standards/ benchmarks tested on each required standardized test.	James, Kevin	8/14/2017	Table of results.	8/18/2017 one-time
G2.B2.S1.A1  A374076	Identify percentage of standards/ benchmarks tested on each required standardized test.	James, Kevin	8/14/2017	Table of results.	8/18/2017 one-time
G2.B1.S2.A1  A374069	Identify the percentage of standards/ benchmarks tested on each required standardized test.	James, Kevin	8/14/2017	Table of results.	8/18/2017 one-time
G2.B1.S1.A2  A374063	Confirm which Apex Learning units/ lessons target the standards/ benchmarks identified in the table.	James, Kevin	8/21/2017	Table of results matched to table of percentage of standards/benchmarks tested.	8/25/2017 one-time
G2.B2.S1.A2  A374077	Confirm which Apex Learning units/ lessons target the standards/ benchmarks identified in the table.	James, Kevin	8/21/2017	Table of results matched to table of percentages of standards/benchmarks tested.	8/25/2017 one-time
G2.B1.S2.A2  A374070	Confirm which Apex Learning units/ lessons target the standards/ benchmarks identified in the table.	James, Kevin	8/21/2017	Table of results matched to table of percentages of standards/benchmarks tested.	8/25/2017 one-time
G2.B2.S1.MA1  M403268	In-school Professional Development	James, Kevin	8/10/2017	Calendar of professional development.	10/10/2017 one-time
G1.MA1  M403256	Data spreadsheets will be produced by all of Edison Learning to chart the progress of our students...	Ward, Tiffany	9/25/2017	The data spreadsheets are live data that are updated weekly.	5/24/2018 one-time
G2.MA1  M403272	Teachers will conduct peer review of charts and lesson plans.	James, Kevin	9/25/2017	Peer review concerns/ recommendations. Good reviews will result in continued classroom support; bad reviews will lead to a recommendation for professional development. Positive results will be indicated by healthy standardized test scores (5% increase in passing scores); questionable results will be indicated by failing standardized test scores; poor results will be indicated when the student is not prepared to test due of a lack of instruction.	5/24/2018 monthly
G3.MA1  M403279	Review of enrollments, withdrawals, and attendance records.	James, Kevin	8/10/2017	Records indicate 500 students are currently enrolled, <10 students withdraw with codes of W15 or W22, attendance is at 70%.	5/24/2018 weekly
G1.B2.S1.MA1  M403254	The Dean of Academics will be working closely with the teachers and observing instruction. She...	Ward, Tiffany	10/2/2017	The dean of academics will maintain data spreadsheets that will chart progress.	5/24/2018 biweekly
G1.B2.S1.MA1  M403255	Teachers will provide exit tickets to the students, in order to ensure that students are grasping...	Ward, Tiffany	10/2/2017	The information will compiled in an online excel spreadsheet or other type of documentation. This will be maintained in order to refer back to and ensure that students are understanding the material at a high level.	5/24/2018 one-time
G1.B2.S1.A1  A374061	The teachers will work with the students in Differentiated Instructional Groups.	Ward, Tiffany	8/10/2017	We will use observations from Effective Educators/ lobservation/ informal, formal observations, samples of student's work, student's sign in sheets and student's assessment results.	5/24/2018 daily













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Main Street High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M403257	We will utilize the program Effective Educators to monitor teacher performance and oversee their...	Ward, Tiffany	8/10/2017	The evidence will be monthly classroom observations utilizing this specific classroom tool and providing specific classroom teacher feedback.	5/24/2018 monthly
G2.B1.S1.MA1  M403258	Review of teacher lesson plans	James, Kevin	8/10/2017	Lesson plan approval/comments or notes from teacher meeting, if required.	5/24/2018 weekly
G2.B1.S1.MA3  M403259	Administrator will "walk-thru" the classrooms.	James, Kevin	8/10/2017	Informal notes or notes from teacher meeting, if required.	5/24/2018 daily
G2.B1.S1.MA4  M403260	Administrator will conduct informal observations.	James, Kevin	8/10/2017	Informal notes or notes from teacher meeting, if required.	5/24/2018 monthly
G2.B1.S1.MA5  M403261	Administrator will conduct formal teacher observations.	James, Kevin	8/10/2017	Formal teacher observation signed by teacher and administrator. Notes from teacher meeting, if required.	5/24/2018 triannually
G2.B1.S1.A3  A374064	Content area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of...	James, Kevin	8/28/2017	Teacher-created assessments.	5/24/2018 weekly
G2.B1.S1.A4  A374065	Content area teachers collaborate to develop/amend lesson plans supporting the standard/benchmark...	James, Kevin	8/28/2017	Teacher-created lesson plans.	5/24/2018 weekly
G2.B1.S1.A5  A374066	All teachers meet to generate content-specific and teacher-specific charts to record results of...	James, Kevin	9/11/2017	Content-specific and teacher-specific charts.	5/24/2018 monthly
G2.B1.S1.A6  A374067	Teachers will receive professional development on how to help students connect the classroom...	James, Kevin	8/10/2017	Professional development agenda, sign-in sheet, workshop notes including revised lesson plans, and District transcript.	5/24/2018 every-2-months
G2.B1.S1.A7  A374068	Teachers will receive professional development on how to adjust lesson plans when they encounter...	James, Kevin	8/10/2017	Revised lesson plans	5/24/2018 every-2-months
G2.B2.S1.MA1  M403267	We will need to monitor the effectiveness of our professional development through data collected...	Ward, Tiffany	8/10/2017	The evidence collected will be data from multiple sources, as explained above.	5/24/2018 monthly
G2.B2.S1.MA3  M403269	In-school Professional Development	James, Kevin	8/10/2017	Agenda and sign-in sheets for each professional development opportunity.	5/24/2018 monthly
G2.B2.S1.A3  A374078	Content-area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of...	James, Kevin	8/28/2017	Teacher-created assessments.	5/24/2018 weekly
G2.B2.S1.A4  A374079	Content-area teachers collaborate to develop/amend lesson plans supporting the standard/benchmark...	James, Kevin	8/28/2017	Lesson plans.	5/24/2018 weekly
G2.B2.S1.A5  A374080	All teachers meet to generate content-specific and teacher-specific charts to record results of...	James, Kevin	9/11/2017	Content-specific and teacher-specific charts.	5/24/2018 monthly
G2.B2.S1.A6  A374081	Teachers will receive professional development on how to help students connect the classroom...	James, Kevin	8/10/2017	Professional development agenda, sign-in sheet, workshop notes including revised lesson plans, and District transcript.	5/24/2018 every-2-months
G2.B2.S1.A7  A374082	Teachers will receive professional development on how to adjust lesson plans when they encounter...	James, Kevin	8/10/2017	Professional development agenda, sign-in sheet, workshop notes including revised lesson plans, and District transcript.	5/24/2018 every-2-months
G2.B3.S1.MA1  M403270	Follow-up report to teachers concerning their recommendations and resolutions.	James, Kevin	8/10/2017	Agenda, sign-in sheet, follow-up meeting notes and supporting documents.	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1  M403271	Review of notes from meetings.	James, Kevin	8/10/2017	Implementation of recommendations and/or resolution of problems specified in meeting notes.	5/24/2018 monthly
G2.B3.S1.A1  A374083	All teachers collaborate regularly.	James, Kevin	8/10/2017	Monthly meeting agenda, sign-in sheet, and notes (to include concerns, resolutions, persons responsible for duty and follow-up).	5/24/2018 monthly
G2.B3.S1.A2  A374084	Teachers collaborate regularly with their colleagues in the same classroom.	Baez, Wilberto	8/10/2017	Classroom meeting agenda, sign-in sheet, and notes (to include concerns, resolutions, and persons responsible for duty or follow-up).	5/24/2018 every-2-months
G2.B3.S1.A3  A374085	Content teachers collaborate regularly.	Baez, Wilberto	8/10/2017	Content-area meeting agenda, sign-in sheet, and notes (to include concerns, resolutions, and persons responsible for duty and follow-up).	5/24/2018 every-2-months
G3.B1.S1.MA1  M403273	Review of enrollment and attendance records.	James, Kevin	8/10/2017	Enrollment roster and attendance records.	5/24/2018 weekly
G3.B1.S1.MA1  M403274	All staff will participate in the professional development.	James, Kevin	8/10/2017	Professional development calendar. Documentation as described in action plan.	5/24/2018 quarterly
G3.B1.S1.A1  A374086	All staff will learn about the personal and social needs preventing our students from prioritizing...	James, Kevin	8/10/2017	Professional development agenda, sign-in sheet, workshop notes, and District transcript. (Brochures, if available.)	5/24/2018 quarterly
G3.B1.S1.A2  A374087	All staff will learn about community resources available to help students with their personal and...	Ruiz, Juan	8/10/2017	Professional development agenda, sign-in sheet, workshop notes, and District transcript. (Brochures, if available.)	5/24/2018 quarterly
G3.B1.S1.A3  A374088	All staff will learn about resources available to help students with their academic needs.	Baez, Wilberto	8/10/2017	Professional development agenda, sign-in sheet, workshop notes, and District transcript. (Brochures, if available.)	5/24/2018 quarterly
G3.B2.S1.MA1  M403275	Enrollment will be checked consistently.	Ruiz, Juan	8/10/2017	Enrollment rosters.	5/24/2018 one-time
G3.B2.S1.MA1  M403276	Administrator will ensure that all action plan steps have been fulfilled and follow-up if not.	James, Kevin	8/10/2017	Record of all logs and notes from interviews and teacher meetings, if required.	5/24/2018 daily
G3.B2.S1.A1  A374089	Implementation of a "reorientation" meeting to encourage new students to reflect on their...	Ruiz, Juan	9/1/2016	Notes from meeting (including concerns, resolutions, and person responsible for follow-up).	5/24/2018 biweekly
G3.B2.S1.A2  A374090	Informal consultation with random students.	James, Kevin	8/10/2017	Informal notes and and notes from teacher meetings, if required.	5/24/2018 daily
G3.B2.S1.A3  A374091	Administrator will conduct exit interviews for withdrawing students.	James, Kevin	8/10/2017	Interview notes and notes from teacher meetings, if required.	5/24/2018 daily
G3.B3.S1.MA1  M403277	We will continue to run reports daily to check for attendance and monitor student enrollment....	Ward, Tiffany	8/10/2017	Our attendance will increase and our enrollment will remain steady throughout the school year.	5/24/2018 daily
G3.B3.S1.MA1  M403278	Formal and informal observations and formal evaluations.	Ward, Tiffany	8/10/2017	Written notes and completed evaluations in teachers' files.	5/24/2018 one-time
G3.B3.S1.A1  A374092	Teachers will conduct data chats with students.	James, Kevin	8/10/2017	Data chat notes.	5/24/2018 weekly
G3.B3.S1.A2  A374093	Teachers will maintain records of students who were phoned after non-attendance.	James, Kevin	8/10/2017	Phone logs.	5/24/2018 daily
G3.B3.S1.A3  A374094	Teachers will maintain records of students who were sent letters of non-attendance.	James, Kevin	8/10/2017	Letters sent home logs.	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A4  A374095	Select staff members will conduct home visits for students who have not attended and who have not...	James, Kevin	8/10/2017	Home visit logs.	5/24/2018 weekly
G3.B3.S1.A5  A374096	A log of students with W02, W24, and W26 exit codes will be used to follow-up if they have not been...	Ruiz, Juan	9/1/2017	Record of contact, current situation of student, and reenrollment, if applicable.	5/24/2018 monthly
G2.B1.S2.MA1  M403262	Charts and lesson plans created from them.	James, Kevin	9/25/2017	Lesson plan approval/comment by leadership team. Presentation at monthly all teacher meeting.	5/24/2018 monthly
G2.B1.S2.MA1  M403263	Review of teacher lesson plans.	James, Kevin	8/10/2017	Lesson plan approval.comments or notes from teacher meeting, if required.	5/24/2018 weekly
G2.B1.S2.MA2  M403264	Administrator will "walk-thru" the classrooms.	James, Kevin	8/10/2017	Informal notes or notes from teacher meeting, if required.	5/24/2018 daily
G2.B1.S2.MA3  M403265	Administrator will conduct informal observations.	James, Kevin	8/10/2017	Informal notes or notes from teacher meeting, if required.	5/24/2018 monthly
G2.B1.S2.MA4  M403266	Administrator will conduct formal teacher observations.	James, Kevin	8/10/2017	Formal teacher observations signed by teacher and administrator. Notes from teacher meeting, if required.	5/24/2018 triannually
G2.B1.S2.A3  A374071	Content-area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of...	James, Kevin	8/28/2017	Teacher-created assessments.	5/24/2018 weekly
G2.B1.S2.A4  A374072	Content-area teachers collaborate to develop/amend lesson plans supporting the standard/benchmarks...	James, Kevin	8/28/2017	Lesson plans	5/24/2018 weekly
G2.B1.S2.A5  A374073	All teachers meet to generate content-specific charts to records results of assessments.	James, Kevin	9/11/2017	Content-specific charts.	5/24/2018 monthly
G2.B1.S2.A6  A374074	Professional development to instruct teachers on data indicators using their content-specific...	James, Kevin	9/18/2017	Professional development agenda, sign-in sheet, workshop notes (including content-specific charts, list of data indicators, and revised lesson plans), and District transcript. revised lesson plans.	5/24/2018 monthly
G2.B1.S2.A7  A374075	Professional development to instruct and encourage teachers to innovate lesson plans for...	James, Kevin	9/18/2017	Professional development agenda, sign-in sheet, workshop notes including new lesson plans, and District transcript. revised lesson plans.	5/24/2018 every-2-months

V. Professional Development Opportunities

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

G2. If collaborative teams of highly-qualified teachers provide meaningful, targeted, direct instruction to all students, then student performance will increase.

G2.B1 No rigor in classroom instruction

G2.B1.S1 Training for teachers for differentiated instruction and professional development provided by Dr. Natalie Williams from Edison Learning

PD Opportunity 1

Identify percentage of standards/benchmarks tested on each required standardized test.

Facilitator

Dean of Academics

Participants

Teachers/Administrators

Schedule

On 8/18/2017

PD Opportunity 2

Teachers will receive professional development on how to help students connect the classroom material to standardized test questions.

Facilitator

Dean of Academics

Participants

Teachers and administrators

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

PD Opportunity 3

Teachers will receive professional development on how to adjust lesson plans when they encounter students who lack schema.

Facilitator

Dean of Academics

Participants

Professional development agenda, sign-in sheet, workshop notes including revised lesson plans, and District transcript.

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

G2.B1.S2 Teachers will learn to analyze the data and use it to improve instruction practices. Teacher will also work collaborated groups in content area.

PD Opportunity 1

Professional development to instruct teachers on data indicators using their content-specific charts and how to use indicators to determine instruction/reteaching.

Facilitator

Dean of Academics

Participants

Teachers and administrators.

Schedule

Monthly, from 9/18/2017 to 5/24/2018

PD Opportunity 2

Professional development to instruct and encourage teachers to innovate lesson plans for remediation.

Facilitator

Dean of Academics

Participants

Teachers and administrators.

Schedule

Every 2 Months, from 9/18/2017 to 5/24/2018

G2.B2 Inconsistent teacher delivery of content material.

G2.B2.S1 Teachers will be provided with professional development to clarify instructional objectives and given time to plan together.

PD Opportunity 1

Teachers will receive professional development on how to help students connect the classroom materials to standardized test questions.

Facilitator

Dean of Academics

Participants

Teachers and Administrators

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

PD Opportunity 2

Teachers will receive professional development on how to adjust lesson plans when they encounter students who lack schema.

Facilitator

Dean of Academics

Participants

Teachers and administrators

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

G3. If students are mentored consistently, then attendance and retention will improve and performance will increase.

G3.B1 Personal student distractions placing education at low priority.

G3.B1.S1 All staff will collaborate to identify and address the personal and social needs of all students so the students can focus on their academic needs without distraction.

PD Opportunity 1

All staff will learn about the personal and social needs preventing our students from prioritizing education.

Facilitator

Orbi Rosario (Goodwill Industries)

Participants

All staff.

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

PD Opportunity 2

All staff will learn about community resources available to help students with their personal and social needs.

Facilitator

Juan Ruiz and Scott Barron

Participants

All staff.

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	The teachers will work with the students in Differentiated Instructional Groups.	\$0.00
2	G2.B1.S1.A1	Identify percentage of standards/benchmarks tested on each required standardized test.	\$0.00
3	G2.B1.S1.A2	Confirm which Apex Learning units/lessons target the standards/benchmarks identified in the table.	\$0.00
4	G2.B1.S1.A3	Content area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of each standard/benchmark.	\$0.00
5	G2.B1.S1.A4	Content area teachers collaborate to develop/amend lesson plans supporting the standard/benchmark for which they created the FSA/EOC formatted assessment.	\$0.00
6	G2.B1.S1.A5	All teachers meet to generate content-specific and teacher-specific charts to record results of assessments.	\$0.00
7	G2.B1.S1.A6	Teachers will receive professional development on how to help students connect the classroom material to standardized test questions.	\$0.00
8	G2.B1.S1.A7	Teachers will receive professional development on how to adjust lesson plans when they encounter students who lack schema.	\$0.00
9	G2.B1.S2.A1	Identify the percentage of standards/benchmarks tested on each required standardized test.	\$0.00
10	G2.B1.S2.A2	Confirm which Apex Learning units/lessons target the standards/benchmarks identified in the table.	\$0.00
11	G2.B1.S2.A3	Content-area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of each standard/benchmark.	\$0.00
12	G2.B1.S2.A4	Content-area teachers collaborate to develop/amend lesson plans supporting the standard/benchmarks for which they created the FSA/EOC formatted assessment.	\$0.00
13	G2.B1.S2.A5	All teachers meet to generate content-specific charts to records results of assessments.	\$0.00
14	G2.B1.S2.A6	Professional development to instruct teachers on data indicators using their content-specific charts and how to use indicators to determine instruction/reteaching.	\$0.00
15	G2.B1.S2.A7	Professional development to instruct and encourage teachers to innovate lesson plans for remediation.	\$0.00
16	G2.B2.S1.A1	Identify percentage of standards/benchmarks tested on each required standardized test.	\$0.00
17	G2.B2.S1.A2	Confirm which Apex Learning units/lessons target the standards/benchmarks identified in the table.	\$0.00
18	G2.B2.S1.A3	Content-area teachers collaborate to design FSA/EOC formatted assessment targeting understanding of each standard/benchmark.	\$0.00
19	G2.B2.S1.A4	Content-area teachers collaborate to develop/amend lesson plans supporting the standard/benchmark for which they created the FSA/EOC formatted assessment.	\$0.00
20	G2.B2.S1.A5	All teachers meet to generate content-specific and teacher-specific charts to record results of assessments.	\$0.00

21	G2.B2.S1.A6	Teachers will receive professional development on how to help students connect the classroom materials to standardized test questions.	\$0.00
22	G2.B2.S1.A7	Teachers will receive professional development on how to adjust lesson plans when they encounter students who lack schema.	\$0.00
23	G2.B3.S1.A1	All teachers collaborate regularly.	\$0.00
24	G2.B3.S1.A2	Teachers collaborate regularly with their colleagues in the same classroom.	\$0.00
25	G2.B3.S1.A3	Content teachers collaborate regularly.	\$0.00
26	G3.B1.S1.A1	All staff will learn about the personal and social needs preventing our students from prioritizing education.	\$0.00
27	G3.B1.S1.A2	All staff will learn about community resources available to help students with their personal and social needs.	\$0.00
28	G3.B1.S1.A3	All staff will learn about resources available to help students with their academic needs.	\$0.00
29	G3.B2.S1.A1	Implementation of a "reorientation" meeting to encourage new students to reflect on their experiences so we can address their issues and ensure retention.	\$0.00
30	G3.B2.S1.A2	Informal consultation with random students.	\$0.00
31	G3.B2.S1.A3	Administrator will conduct exit interviews for withdrawing students.	\$0.00
32	G3.B3.S1.A1	Teachers will conduct data chats with students.	\$0.00
33	G3.B3.S1.A2	Teachers will maintain records of students who were phoned after non-attendance.	\$0.00
34	G3.B3.S1.A3	Teachers will maintain records of students who were sent letters of non-attendance.	\$0.00
35	G3.B3.S1.A4	Select staff members will conduct home visits for students who have not attended and who have not responded to phone calls or letters.	\$0.00
36	G3.B3.S1.A5	A log of students with W02, W24, and W26 exit codes will be used to follow-up if they have not been enrolled in another school/program.	\$0.00
Total:			\$0.00