

Madison Street Academy Of Visual And Performing Arts

401 NW MARTIN LUTHER KING JR AVE, Ocala, FL 34475

[no web address on file]

School Demographics

| | | |
|--------------------|----------------|---------------------------------|
| School Type | Title I | Free/Reduced Price Lunch |
| Elementary | No | 16% |

| | | |
|-------------------------------|-----------------------|-----------------|
| Alternative/ESE Center | Charter School | Minority |
| No | No | 37% |

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The faculty, staff, parents, and business partners of Madison Street Academy of Visual and Performing Arts work together to provide a quality learning environment that ensures success through the integration of the arts, academics, technology, and foreign language.

Provide the school's vision statement

Madison Street Academy is committed to providing a quality learning environment that ensures success through the integration of the arts, academics, technology, and foreign language.

School Environment

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

The process in which the school is informed about students cultures are through school events, Connect 5 communication, PTA and SAC Meetings. The school builds teacher/student relationships through community events/performances provided by our students and teachers, professional learning communities and through class building during instructional time.

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

School-wide safety expectations are enforced daily. Faculty, Staff and Safety Patrols are visible during the school day to assist students with their needs.

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

Madison Street Academy limits classroom distractions through good classroom management strategies, consistency in behavioral consequences, and keeping in constant communication with parents and guardians. Teachers and staff utilize a three step process before referring a student to the Discipline office on a referral, this allows parents to intervene on their students behalf prior to formalized behavioral consequences. Teachers are trained on the difference between a classroom managed behavior and an office managed behavior. This empowers teachers and assists in maintaining a positive, but structured classroom environment.

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 guidance counselor is a resource person whom parents and/or students utilize throughout the year. The counselor works with local and state agencies to meet the physical and emotional needs of students. The counselor also facilitates identifying and serving students that have special education needs including gifted.

Early Warning Systems

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

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

The following data shows the number of students whom meet attendance below 90%, course failure in ELA/Math and Level 1 on FCAT Assessment.

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

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

| Indicator | Grade Level | | | | | Total |
|---------------------------------|-------------|---|---|---|---|-------|
| | K | 1 | 2 | 4 | 5 | |
| Attendance below 90 percent | 1 | 2 | 4 | 3 | 0 | 10 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 1 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 1 | 2 |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

This section does not apply to our school at this time because there are no students exhibiting two or more early warning indicators.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We continue to strive toward 100% parental participation in school activities.

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

Madison Street Elementary will continue to build relationships with our parents, local businesses, and churches in the community. We are working closely with several businesses who regularly donate

supplies, their time, various rewards for staff members and other resources to support our school's mission. Parents are always welcome and encouraged to volunteer their time to support and participate in various programs, projects, and activities that will enhance learning and increase student achievement.

Effective Leadership

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

School Leadership Team

Membership

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

| Name | Title |
|----------------------|---------------------|
| Hamby, Kendra | Principal |
| Varner, Stacey | Assistant Principal |
| Mills, Bret | Dean |
| Hartman, Joe | Guidance Counselor |
| levandowski, cynthia | Instructional Coach |

Duties

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

The school-based MTSS Leadership Team is comprised of the following members:
School principal - expert in disaggregate data, assistant principal - expert in curriculum and instruction, guidance counselor - expert in testing and guidance, ESE teacher - expert in ESE curriculum, Literacy/Instructional Coach- expert in diagnosing reading problems and school psychologist - expert in diagnostic testing.

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

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State/District Assessments (FSA, AimsWeb) as well as local assessments (Learning Checks, Benchmark Assessments, Quarterly Writing Assessments, Document Based Questions, etc.) Performance Matters also for teacher comparisons by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Discipline data is housed in the Student Management System(SMS) and can be disaggregated using an internal software (Custom Reports).

Tired data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

N/A

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------|--------------------|
| Michael Daniels | Parent |
| Tonya Ashley | Parent |
| Guisela Carrascosa | Parent |
| Jessica Cicione | Teacher |
| Judy Giehl | Teacher |
| William James | Business/Community |
| Angela Jones | Business/Community |
| Kendra Hamby | Principal |
| Nancy Otero | Teacher |
| Lela Kerley | Parent |
| Sheila Ruotolo | Teacher |
| Kenny Umpleby | Parent |
| Kendra Czigany | Parent |

Duties

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

Evaluation of last year's school improvement plan

SAC is part of the overall leadership structure of our school. This team provides a forum for open discussion and problem-solving, SAC give all stakeholder groups (administrators, parents, students, staff, and the larger community) a real voice in school-based decision-making and the power to influence all aspects of the work of our school. SAC promote collaboration and understanding and build support for the school's overall goals as well as individual programs, policies, and initiatives.

Development of this school improvement plan

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The SAC assist the administration in developing and evaluating the School Improvement Plan. They also give assistance with the planning and have a major part in the decision making process of programs.

Preparation of the school's annual budget and plan

The financial budget will be previewed to determine purchases spent to provide resources indicated by our need assessment goals.

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

SAC has limited funds, but will be utilized with purchasing additional resources to support teachers with Florida Standards.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

| Name | Title |
|----------------------|---------------------|
| Varner, Stacey | Assistant Principal |
| Mills, Bret | Dean |
| Hartman, Joe | Guidance Counselor |
| Hamby, Kendra | Principal |
| levandowski, cynthia | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

Our literacy team promotes literacy to all stakeholders. First literacy is promoted to our students through quality tier 1 instruction. Our teachers are coached by administration and our Literacy Coach. We model rigorous lessons that are constructed using research based strategies from Learning Focus. As the Literacy Team works with teachers to improve tier 1 instruction, student literacy rates improve. Student literacy is also promoted through the Accelerated Reader and Achieve 3000. Madison's team trains teachers in a variety of programs for intensive intervention and enrichment instruction. Additionally, we provide a forum in which teachers and administration can discuss professional literacy programs, professional development and learning communities.

The Major initiatives are to:

- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction
- Review most recent progress monitoring results
- Analyze assessment data (fluency checks, WSS, AIMSWeb, district assessments)
- Recommend needed resources and/or support
- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development

Public and Collaborative Teaching

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

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

Madison Street Strives to encourage positive working relationships, through PLC, scheduling collaborative planning for teachers and through weekly faculty focus meetings.

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

School based administrators work to create a positive working environment with additional resources (provided through fundraisers) to support the vision and mission of a visual and performing arts magnet school.

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

1. Katie McGrath is paired with Dawn Carpenter, they are on the same grade level. Mentor (McGrath) is Nationally Board Certified. They will plan collaboratively, share ideas/best practices and attend trainings together.
2. Helene Hotaling is paired with Brandy Barnett they are on the same grade level. They will plan collaboratively, share ideas/best practices and attend trainings together.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The Leadership team and Grade Level Chairs collaborate reviewing item specs, Florida Standards and resources to determine effective instructional resources provided to instruct the core curriculum.

Instructional Strategies

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

Madison Street monitors data through formative and summative assessments. Students are screened using multiple tools that assist us in the purpose of providing differentiated instruction to meet the needs of each student. AIMSWeb is a district screener that allows us to recognize and place students in appropriate interventions or enrichment groups. Learning Checks/ RWA's are provided after each unit to determine mastery of standards and teachers formatively assess students through, think pair share, number talks, presentations and differentiated instructional centers. Data from progress monitoring is collected frequently to determine success and to drive teacher's classroom instruction.

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 Day

Minutes added to school year: 1,960

Students are involved with dance, drama, music, art and technology before or after school. These enrichment study enables students to develop skills such as abstract thinking, problem solving, self discipline and teamwork. It enhances self-esteem, builds confidence and encourages respect for others. The enrichment activities are integrated into other curriculum and content areas. It is an important contribution to a well rounded educational system.

Strategy Rationale

At Madison we provide acceleration and exposure through the arts during and after school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected throughout the year to determine if students are progressing. We collect data at the beginning of the year for baseline, then we pull data quarterly to determine if students are progressing.

Student Transition and Readiness

PreK-12 Transition

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

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

MCPS provide an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. MCPS also provides a Summer VPK Program for all eligible Pre-K students.

FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

Kindergarten registration kicked off in April continued throughout the summer.

Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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.** All teachers will establish expectations for student engagement in writing through: collaborative planning, differentiated instruction, and ambitious instruction and learning.

Strategic Goals Detail

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

G1. All teachers will establish expectations for student engagement in writing through: collaborative planning, differentiated instruction, and ambitious instruction and learning. 1a

G043682

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| FAA Writing Proficiency | 90.0 |

Resources Available to Support the Goal 2

- DBQ Units of Study Wonders Reading/Writing Achieve 3000 Online Program

Targeted Barriers to Achieving the Goal 3

- As a result of not gaining instructional units for the 2014-2015 school year, teachers were moved grade levels in order to meet the class size amendment requirements. This learning curve of teaching a new grade level will be a barrier along with the new requirements regarding the writing assessment.

Plan to Monitor Progress Toward G1. 8

Increase writing in the content area

Person Responsible

Stacey Varner

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Effectiveness will be monitored through disaggregating RWA data

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. All teachers will establish expectations for student engagement in writing through: collaborative planning, differentiated instruction, and ambitious instruction and learning. **1**

 G043682

G1.B1 As a result of not gaining instructional units for the 2014-2015 school year, teachers were moved grade levels in order to meet the class size amendment requirements. This learning curve of teaching a new grade level will be a barrier along with the new requirements regarding the writing assessment. **2**

 B107102

G1.B1.S1 Professional Development **4**

 S118467

Strategy Rationale

- District Early Release Training and full-day training
- Professional Learning Communities will be held on a weekly basis with the literacy coach. During these 40 minutes, training will occur along with opportunities to follow-up/share strategies learned.
- Faculty Focus Meetings will be held weekly with all staff

Action Step 1 **5**

Professional Learning Communities

Person Responsible

Stacey Varner

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Through the implementation of PLC's teachers will have the opportunity to share strategies and best practices that will be evident in classroom walkthroughs and observations

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

Professional Learning Communities

Person Responsible

Stacey Varner

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Resources provided will be observed by administration through classroom observations

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

Professional Learning Communities

Person Responsible

Stacey Varner

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Effectiveness will be monitored through disaggregation of data

G1.B1.S2 The following are examples of professional development that will be addressed and the strategies that will be monitored for fidelity during implementation. 4

 S118468

Strategy Rationale

- Utilizing effective strategies such as "Trait Writing."
- Scoring/giving feedback to students on their writing
- Using questions that are document based (DBQ Training)
- Understanding the expectations/style of the writing (respond to text portion) of the Florida State Assessment
- Creating/planning for higher-level questions to promote responding to text.
- Utilizing Achieve 3000 to expect students to answer questions and respond to text written at their individualized Lexile level.

Action Step 1 5

Increasing the effectiveness of Writing strategies

Person Responsible

Stacey Varner

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Through increasing the effectiveness of teaching writing strategies student learning and engagement will be evident in classroom walkthroughs and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Increasing the effectiveness of Writing strategies

Person Responsible

Stacey Varner

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Resources provided will be observed by administration through classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Increasing the effectiveness of Writing strategies

Person Responsible

Stacey Varner

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Effectiveness will be monitored through disaggregation of data

G1.B1.S3 Set high standards for School-wide Expectations 4

 S118469

Strategy Rationale

- Writing in the Content Area routinely through the use of science and math journals.
- Writing in response to a text about the featured character trait each month.
- Determining grade-level expectations for students in regards to writing and monitoring that the expectations are maintained on a daily basis.

Action Step 1 5

Increase writing in the content area

Person Responsible

Stacey Varner

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

The incorporation of writing in the content area will be evident in classroom walkthroughs and observations as well as documented lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Increase writing in the content area

Person Responsible

Stacey Varner

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Frequent checks of lesson plans and walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Increase writing in the content area

Person Responsible

Stacey Varner

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Effectiveness will be monitored through disaggregation of data

Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|----------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | Professional Learning Communities | Varner, Stacey | 8/18/2014 | Through the implementation of PLC's teachers will have the opportunity to share strategies and best practices that will be evident in classroom walkthroughs and observations | 6/3/2015 weekly |
| G1.B1.S2.A1 | Increasing the effectiveness of Writing strategies | Varner, Stacey | 8/18/2014 | Through increasing the effectiveness of teaching writing strategies student learning and engagement will be evident in classroom walkthroughs and observations | 6/3/2015 daily |
| G1.B1.S3.A1 | Increase writing in the content area | Varner, Stacey | 8/18/2014 | The incorporation of writing in the content area will be evident in classroom walkthroughs and observations as well as documented lesson plans | 6/3/2015 daily |
| G1.MA1 | Increase writing in the content area | Varner, Stacey | 8/18/2014 | Effectiveness will be monitored through disaggregating RWA data | 6/3/2015 daily |

Marion - 0291 - Madison St Acad Of Visual Perf - 2014-15 SIP
Madison Street Academy Of Visual And Performing Arts

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---------------|--|-----------------|--------------------------------------|--|---------------------------|
| G1.B1.S1.MA1 | Professional Learning Communities | Varnier, Stacey | 8/18/2014 | Effectiveness will be monitored through disaggregation of data | 6/3/2015 weekly |
| G1.B1.S1.MA1 | Professional Learning Communities | Varnier, Stacey | 8/18/2014 | Resources provided will be observed by administration through classroom observations | 6/3/2015 weekly |
| G1.B1.S2.MA1 | Increasing the effectiveness of Writing strategies | Varnier, Stacey | 8/18/2014 | Effectiveness will be monitored through disaggregation of data | 6/3/2015 daily |
| G1.B1.S2.MA1 | Increasing the effectiveness of Writing strategies | Varnier, Stacey | 8/18/2014 | Resources provided will be observed by administration through classroom observations | 6/3/2015 daily |
| G1.B1.S3.MA1 | Increase writing in the content area | Varnier, Stacey | 8/18/2014 | Effectiveness will be monitored through disaggregation of data | 6/3/2015 daily |
| G1.B1.S3.MA1 | Increase writing in the content area | Varnier, Stacey | 8/18/2014 | Frequent checks of lesson plans and walkthroughs | 6/3/2015 daily |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will establish expectations for student engagement in writing through: collaborative planning, differentiated instruction, and ambitious instruction and learning.

G1.B1 As a result of not gaining instructional units for the 2014-2015 school year, teachers were moved grade levels in order to meet the class size amendment requirements. This learning curve of teaching a new grade level will be a barrier along with the new requirements regarding the writing assessment.

G1.B1.S1 Professional Development

PD Opportunity 1

Professional Learning Communities

Facilitator

Cynthia Levandowski, Reading Coach

Participants

K-5 Teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |