

South County Career Center



2014-15 School Improvement Plan

South County Career Center

2810 JOHN SHERMAN WAY, Ruskin, FL 33570

[no web address on file]

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Hillsborough 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide all students who meet program criteria the opportunity to acquire the knowledge and skills necessary to realize their potential.

Provide the school's vision statement

South County Career Center represents for all students an opportunity to achieve academically and to move forward towards a career of choice. It is the goal of all faculty and staff to assist students in earning a High School diploma, achieving success in the classroom and in the workplace. Support will be given to help students achieve the attitudes and aptitudes essential for success in their careers and their lives.

School Environment

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

Being a career/technical center, we provide hands-on experience in our technical courses to ready our students for work in those fields post secondary. Our academic teachers incorporate hands-on differentiated instruction in their classrooms, and incorporate lessons of the technical courses for their students. Teachers are highly encouraged to hold periodic data chats one-on-one with students, and administrators have an "open door policy". Staff are encouraged to participate in the multicultural awareness committee and multicultural student events.

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

All staff are highly visible before school, after school, and during passing periods makes students feel connected to the faculty, and periodic safety drills show the students that the faculty take safety seriously. Administration's "open-door policy" and the use of "positive referrals" ensures that the students feel that their needs are addressed and their positive contributions are recognized.

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

School personnel are trained to follow our school "Pyramid of Interventions". The pyramid addresses behaviors ranging from minor infractions to major violations or repeated behaviors with suggested consequences. Consequences may include parent phone calls and conferences, removal from the classroom for "Academic Support Time" (AST), and referral to administration. Continued behavioral issues may also lead to a performance review, a conference with the student, parent, all of the student's teachers and a counselor and/or administrator to discuss what can be done to improve student behavior. The pyramid does not include "In school Suspension" (ISS), which would remove students from classes for an entire day, but instead relies on AST where students generally only stay for a single period before returning to their regular schedule. By following the Pyramid, teachers are able to address disruptive behaviors quickly and return to instruction.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school staff includes Guidance Counselors, Social Workers, and School Psychologists, all of which contribute to traditional counseling roles. Additionally, staff at all levels are encouraged to connect with the students in a positive mode. Additionally, the choice of guest speakers and special programs usually involves the message that students are not alone and should rely on the resources available to them to get through difficult times.

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

Key personnel receive a daily report showing students who have 5 or more and 10 or more absences. Letters are sent home when students reach the 5 and 10 absence benchmarks. The social worker calls all students on this list daily, and the principal calls students who have 10 absences or more. Appropriate personnel are also involved as needed.

The Assistant Principal calls home on all suspensions and Academic Support Time (AST) is used as an alternative to in-school suspension.

All students receive mid-term progress reports and teachers call home when students may be failing a class.

Because of the nature of Career Centers as part of a drop-out prevention program, 53% of students have Level 1 reading scores and another 15% do not have an FCAT score. Students are placed in reading classes according to FCAT skill levels, with more intensive interventions for level 1 students. While there is not Level 1 equivalent, 90% of students have not passed the Algebra 1 EOC benchmark, and are placed in math classes according to math proficiency. Math and reading tutoring are available for students as needed.

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
	6	7	8	9	10	11	12	
Attendance below 90 percent	1	2	3	10	4	152	19	191
One or more suspensions	0	2	3	2	3	71	4	85
Course failure in ELA or Math	1	2	2	6	3	117	3	134
Level 1 on statewide assessment	0	1	3	10	4	178	3	199

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	4	10	4	174	7	202

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

Teachers send out mid-term reports and contact parents whenever a student's grade drops 2 letter grades. Teachers and counselors also hold regular data chats with students. Teachers, counselors

and administrators also contact parents when a student has excessive absences. Continued poor performance may also lead to a performance review, a conference with the student, parent, all of the student's teachers and a counselor and/or administrator to discuss what can be done to improve student performance.

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

The school holds Open House at the beginning of the school year and 4 conference nights throughout the year. These regularly involve food or desserts for the families and exhibitions by students in the career classes. The "positive referral" is also an integral part of building this relationship, whereby administration contacts the parents to inform them of some student academic or behavioral success.

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

The Community Foundation of Tampa Bay has partnered with SCCC to assist "at-risk" students who have dropped out of school or who have the potential to do so. Funding is made available by the Community Foundation of Tampa Bay and managed by Hillsborough Education Foundation. Each school year \$15,000 is distributed for pre and post-graduation expenses. A committee of SCCC faculty members review student needs and decide the allocation of funds for the students. Monthly reports and yearly reviews are completed to ensure the collaboration with Project SUCCESS and SCCC.

Additional Business Partnerships:

Project SUCCESS - Scholarships

Interfaith Council of Sun City - Scholarships

Fraternal Order of Eagles – Scholarships

Dale Carnegie – Motivational Presentations

Painters and Allied Trades – Employment

Tires Plus – Employment

Bob Evans – Employment

Brandon Regional Hospital – Employment

Sun City Assisted Living - Clinicals

Freedom Plaza – Clinicals

Cypress Creek – Clinicals and employment

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
Bailey, Sandra	Principal
Chase, Willet & "Don"	SAC Member
Bryan, Tameka	Guidance Counselor
Hart, Susan	SAC Member
Riley, Janet	Guidance Counselor
Thomas, Victoria	SAC Member
Bryant, Latoya	Instructional Coach

Duties

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

The "management team" meets weekly to discuss past events, upcoming events, and the overall direction of the school, both behaviorally and academically. The format is that of a "round-table" discussion and all participants are invited to contribute issues and possible solutions. The information from these meetings is then disseminated through internal email and/or at faculty meetings.

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

With the exception of SAC funds, the issues of resource identification and alignment are discussed as needed at weekly management team meetings, with the final decision resting with the principal. This includes aligning personnel and materials with student outcomes. SAC fund allocations are decided at bi-monthly SAC meetings, with input requested from all staff members on how those resources should be allocated. The bookkeeper and IT manager conduct an equipment inventory annually and ongoing inventory is maintained by the IT manager.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sandra Bailey	Principal
Willet "Don" Chase	Teacher
Susan Hart	Teacher
Yolanda Schower	Education Support Employee
Melissa Brown	Teacher
Victoria Thomas	Education Support Employee
Victor Santiago	Student
Armando Diaz	Student
Mercedes Martinez	Student
Rita Folk	Business/Community
Brian Jones	Student
Elsa Maroon	Business/Community
Luis Schower	Business/Community
	Student

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

The SAC reviews and evaluates the previous year's school improvement plan at the pre-planning meeting in August.

Development of this school improvement plan

SAC members, faculty and other stakeholders develop the school improvement plan at formal and ad hoc meetings beginning at pre-planning in August and throughout September and October.

Preparation of the school's annual budget and plan

The leadership team meets with the bookkeeper, reviews past expenses and upcoming projects and collaborate to align the budget to the school's needs.

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

FCAT Tutoring & Consumables: \$12,125 budgeted and spent

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
Bailey, Sandra	Principal
Chase, Willet "Don";	Teacher, K-12
Bryant, Latoya	Instructional Coach
Benedict, Dixie	Teacher, ESE
Brown, Melissa	Teacher, K-12
Messina, Victoria	Teacher, K-12
Proenza, Sylvia	Teacher, ESE
Soriano, Alison	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT helps insure that the CIS model can be integrated into all classes. All teachers are encouraged to attend LAFS training and attend follow-up PLCs, where CIS lessons can be peer-reviewed. The highest-risk readers have been identified and a curriculum that targets those readers is being implemented with fidelity. All classes, especially the reading classes, are integrating writing strategies, LAFS and CIS writing into the curriculum to increase students' ability to write effectively.

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

All teachers attend bi-monthly PLCs to review data and bi-monthly best practices meetings to share effective strategies. Furthermore, the school climate and culture are conducive to sharing ideas and collaborative planning. This culture is maintained through informal gatherings to recognize birthdays, holidays, etc.

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

Jobs are posted to the District website and staff are encouraged to recruit qualified personnel who would fit into the school culture well. Because of administration's open-door policy, these staff referrals are often hired.

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

Mentors at SCCC work to create a positive and enduring impact on their mentees professional life by being highly committed to the task of helping beginning teachers find success and gratification in their work. SCCC mentors are experienced teachers that coach beginning teachers to improve their performance wherever their skill level. During their scheduled meetings mentors and mentees promote professional conversation that is focused on enhancing teacher performance and student learning.

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

Teachers follow county curriculum, which is aligned to Florida Standards, and may supplement with teacher-created materials that are also aligned to standards. The district's observation and evaluation system gives teachers feedback from administration and peers that includes how instruction aligns with Florida standards.

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

For reading classes, students who achieve below 210 on the FCAT DSS are placed in IR1, which focuses on mastery of basic reading skills, including but not limited to phonemic awareness, phonics, decoding and fluency. Students who achieve above 210 are placed in IR3, which focuses on comprehension while continuing to support fluency and vocabulary. Students are similarly placed for math classes. Career classes support this instruction through appropriate math- and/or reading-based projects. Tutoring is also available in math and reading for identified students.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

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

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

For all incoming students, there is an orientation to go over rules, guidelines and expectations of behavior and academic performance. We also hold an all-school assembly at the beginning of the school year to introduce faculty and share expectations. Incoming students are given the Test of Adult Basic Education (TABE) and teachers hold follow-up data chats.

For outgoing students (graduating seniors), students are exposed to various options for life after graduation, including college, technical school and the work force. Seniors prepare a portfolio that collects information and materials they will need for post-secondary life.

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

Seniors are prepared for post-secondary education by taking field trips to and hearing guest speakers from area colleges and technical schools, going to college and career fairs, applying for FAFSA, scholarships and grants.

Seniors are prepared for careers through career exploration through their technical classes, preparing applications, resumes and cover letters as part of their portfolios, attending job fairs and hearing guest speakers from industry throughout the year and at the Great American Teach-In.

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

Construction Technology - NCCER (Carpentry Level 1) Certification

Automotive Technology - Florida Automotive Dealers' Association (FADA) / Entry-level Technician Certification

Culinary - ServSafe & ProStart Certifications

JROTC - Advanced placement in military service

Certified Medical Administrative Assistant - CMAA Certification

Emergency Medical Responder - None available at present (prepares students for entry to college in this field)

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

Reading teachers supplement curriculum with articles related to career classes offered here.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Reading Goal: Increase average TABE Reading level by 1.1 grade levels.
- G2.** Writing Goal: Increase passing rate on Hillsborough Writes assesment from 96% to 97%.
- G3.** Math Goal: Increase average TABE Total Math level by 1.1 grade levels.

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. Reading Goal: Increase average TABE Reading level by 1.1 grade levels. 1a

 G055570

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	7.8

Resources Available to Support the Goal 2

- IR1 & IR3 Curricula
- CIS Model
- LAFS Training and follow-up PLCs

Targeted Barriers to Achieving the Goal 3

- Attendance
- Low student performance on TABE

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Writing Goal: Increase passing rate on Hillsborough Writes assesment from 96% to 97%. 1a

 G055571

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	97.0

Resources Available to Support the Goal 2

- IR1 & IR3 Curricula
- CIS Model
- ELP Tutor

Targeted Barriers to Achieving the Goal 3

- Low student performance on TABE

G3. Math Goal: Increase average TABE Total Math level by 1.1 grade levels.

1a

 G055573

Targets Supported

1b

Indicator	Annual Target
Level 1 - All Grades	7.4

Resources Available to Support the Goal

2

- Peer speakers
- Online resources
-

Targeted Barriers to Achieving the Goal

3

- Low student performance on TABE

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. Reading Goal: Increase average TABE Reading level by 1.1 grade levels. **1**

 **G055570**

G1.B1 Attendance **2**

 **B140086**

G1.B1.S3 Honor roll / Principal's List certificate presented in HR **4**

 **S152449**

Strategy Rationale

Students will attend to earn certificates & will have added pride of public recognition

Action Step 1 **5**

Principal will award certificates to perfect attendees in HomeRoom

Person Responsible

Sandra Bailey

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Overall month-to-month attendance percentage

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

Person Responsible

Schedule

Evidence of Completion

G1.B5 Low student performance on TABE **2**

 B140090

G1.B5.S2 Implement IR1 & IR3 curricula for identified students **4**

 S152453

Strategy Rationale

IR1 curriculum is more effective for low-performing students' achievement

Action Step 1 **5**

Implement IR1 & IR3 curricula for identified students

Person Responsible

Latoya Bryant

Schedule

On 6/8/2015

Evidence of Completion

Compare 2014-15 TABE results to previous years'

Plan to Monitor Fidelity of Implementation of G1.B5.S2 **6**

Reading Coach and administration will monitor implementation as part of in-class observations

Person Responsible

Tameka Bryan

Schedule

Monthly, from 9/1/2014 to 6/8/2015


Evidence of Completion

Anecdotal evidence will be used to monitor curriculum implementation.

G2. Writing Goal: Increase passing rate on Hillsborough Writes assesment from 96% to 97%. 1

 G055571

G2.B4 Low student performance on TABE 2

 B140094

G2.B4.S2 Implement CIS Model 4

 S152456

Strategy Rationale

CIS Model incorporates multiple writing strategies

Action Step 1 5

Reading Coach will assist with CIS implementation in all classes

Person Responsible

Tameka Bryan

Schedule

Biweekly, from 9/1/2014 to 6/8/2015

Evidence of Completion

Reading Coach's Log

G3. Math Goal: Increase average TABE Total Math level by 1.1 grade levels. 1

G055573

G3.B5 Low student performance on TABE 2

B140101

G3.B5.S2 Students create posters outlining TABE requirements 4

S152459

Strategy Rationale

Students will understand TABE requirements and purpose

Action Step 1 5

Students create posters outlining TABE requirements

Person Responsible

Susan Hart

Schedule

On 12/1/2014

Evidence of Completion

Students will display posters in hallways and cafeteria

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.S3.A1	Principal will award certificates to perfect attendees in HomeRoom	Bailey, Sandra	12/1/2014	Overall month-to-month attendance percentage	6/1/2015 monthly
G1.B5.S2.A1	Implement IR1 & IR3 curricula for identified students	Bryant, Latoya	8/11/2014	Compare 2014-15 TABE results to previous years'	6/8/2015 one-time
G2.B4.S2.A1	Reading Coach will assist with CIS implementation in all classes	Bryan, Tameka	9/1/2014	Reading Coach's Log	6/8/2015 biweekly
G3.B5.S2.A1	Students create posters outlining TABE requirements	Hart, Susan	11/3/2014	Students will display posters in hallways and cafeteria	12/1/2014 one-time
G1.MA1	[no content entered]			one-time	
G1.B5.S2.MA1	Reading Coach and administration will monitor implementation as part of in-class observations	Bryan, Tameka	9/1/2014	Anecdotal evidence will be used to monitor curriculum implementation.	6/8/2015 monthly
G1.B1.S3.MA1	[no content entered]			one-time	

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.

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