

Ponce De Leon High School



2014-15 School Improvement Plan

Ponce De Leon High School

1477 AMMONS RD, Ponce De Leon, FL 32455

<http://pdlhs.hdsb.org/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

6%

School Grades History

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

School Board Approval

This plan is pending approval by the Holmes 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	0
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	23

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

With a philosophy grounded in the firm belief that each student is a unique person of intrinsic worth, the Ponce de Leon High School staff has a clear mission: to support an educational program which accommodates individuality rather than uniformity. Building upon this basic belief that our students are individuals of diversified interests, aptitudes, talents and goals, we seek to offer a program which accepts each student for who he is, and offers him a diversified program of educational equity and reality-based relevance to the world beyond the classroom. Our mission requires that our teachers gain a greater knowledge of the student as an individual and use that knowledge to assist the student in developing the potential which is inherent in each. As educators, we pledge that this mission will be an ongoing one as we seek to make a positive difference in the lives of the sons and daughters of Ponce de Leon High School and to work hard to make the vision statement a reality.

Provide the school's vision statement

The Ponce de Leon High School administration, faculty, and support staff visualize literate students who are seekers of meaning and knowledge and are using this knowledge to satisfy their curiosity about life's complexities as they explore. These students will discover the old and compare it to the new as they strive to clarify their own identity and understand a world of many cultures and different beliefs. As these students progress through the educational process, they will recognize their responsibility for changing conditions detrimental to human development, opportunity, and community. They will promote equity, tolerance, understanding, and acceptance of all people. The vision mirrors an educational environment that provides for the development of the potential of all students and allows students to progress at their own ability level - yes, an environment rich with language, the arts, mathematical exercises, scientific explorations, and a program that inspires the art of communication with confidence. Looking to the future, students will harness knowledge to productive ways. The world of technology will be nothing new to them. They will have developed skills to enter the world of work or to enter another phase of education. Ponce de Leon students will be "lifetime learners."

School Environment

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

Ponce de Leon HS(PDL) strives to learn about our students' cultures and build relationships with them by offering a variety of extra curricular activities for our students to be involved in. The various clubs, sports, and organizations at PDL provide opportunities for our teachers to build relationships with our students while learning about their interest and diversity.

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

PDL has an open door policy. We encourage students to express their concerns and opinions to school personnel by allowing them the freedom to speak with school administrators anytime. The staff and faculty have a goal to be visible and available anytime the students need them. Staff are on duty before, during, and after school in visible locations to monitor student behavior and the environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students are given a copy of the student code of conduct at the beginning of the year. Teachers develop their class rules and expectations using the code of conduct as a guide. Teachers use the schools data base (FOCUS) to monitor and record disciplinary incidents. The administration refers to FOCUS when dealing with any disciplinary incident to ensure fairness and consistency. Teachers are given instruction and guidance on the code of conduct and behavioral expectations at various district wide and school based professional development workshops.

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

Counseling and mentoring services are provided by school counselors as well as agency counselors contracted by the district. PDL also has several teachers that offer tutoring before and after school as necessary for various academic issues. There is a social skills group that meets every two weeks for students to have the opportunity to develop social skills with their peers.

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 schools data base (FOCUS) is used to identify indicators in the early warning system. FOCUS is used to identify attendance below 90 percent, suspension, and course failures in English Language Arts or math. Students who score Level 1 on statewide standardized assessments in English Language Arts or Mathematics are compiled manually.

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	5	5	17	24	22	33	44	150	
One or more suspensions	3	3	2	7	1	5	3	24	
Course failure in ELA or Math	3	3	3	4	6	5	1	25	
Level 1 on statewide assessment	14	18	15	19	15	13	10	104	

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

Ponce de Leon High school has implemented an incentive program that is aimed at improving the attendance rate. All students who scored a level 1 or level 2 on the FCAT 2.0 Reading test are placed in an Intensive Reading class. Students who scored a level 1 or 2 on the Algebra 1 EOC are placed in

an Intensive Math course in addition to their regular scheduled Math course. Students who scored a level 1 or 2 on the FCAT 2.0 Math assessment receive remediation during their regularly scheduled Math course.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191711>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Ponce de Leon HS builds and sustains partnerships with the community and local businesses through its various clubs and student organizations. The clubs and organizations reach out to the community and businesses based on needs and resources available. The clubs hold banquets annually to showcase student achievement and show how community and business resources are being used.

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
Brown, Buddy	Principal
Morgan, Brian	Assistant Principal
Anderson, Karen	Guidance Counselor
Alford, Summer	Other

Duties

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

The school leadership team works cooperatively to set goals and monitor the progress of students. Members of the team are available to the staff as needed and provide guidance and instruction as necessary. This may include formal and informal observations with feedback provided. Support for

teachers in preparing progress monitoring assessments and analyzing data to provide guidance for designing classroom instruction.

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

The school based leadership team meets at least monthly to identify needs of personnel and instruction to better meet the needs of the students and maximize student achievement. Federal, state, and local funds are distributed by the district to the principal. The principal maintains a record of funds available and coordinates with the school based leadership team in dispersing funds to meet the needs of the students and faculty.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Pam Carroll	Education Support Employee
Buddy L. Brown	Principal
Mohamed El Sankary	Parent
Misty Hicks	Parent
Frankie Townsend	Parent
Joan Tinsley	Business/Community
Gerald Commander	Business/Community
Larry Sweat	Teacher
Kelly Leavins	Teacher
Carol Alford	Education Support Employee
Michael Tadlock	Parent
Shelby Rushing	Student
Delilah Bass	Student
Miranda Carroll	Student
Jared White (Chairperson)	Business/Community

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 School Improvement Plan will be presented at the November 6th School Advisory Council meeting.

Development of this school improvement plan

Throughout the year the SAC has held meetings to discuss issues significant to the school and the community concerning education. School leadership has briefed the SAC on several occasions as to student achievement scores, state mandated changes, and the implementation of the new Florida Standards and new Florida Standards Assessments. We have actively sought input from committee members as to what they feel are appropriate goals needed for the SIP.

Preparation of the school's annual budget and plan

The School Advisory Council will discuss the annual budget at the November 6th meeting. Their input will be taken into consideration in budget planning.

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

- \$1500 for new wiring of closed circuit TV.
- \$1500 for new monitors in classrooms.
- \$500 for parent involvement activities.
- \$1000 for network printer for report cards/data/transcripts.

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
Alford, Summer	Other
Anderson, Karen	Guidance Counselor
Brooks, Jena	Teacher, K-12
Brown, Buddy	Principal
Collins, Kevin	Teacher, K-12
Freeman, Melanie	Instructional Media
Hicks, Tommy	Teacher, K-12
Morgan, Brian	Assistant Principal
Sallas, Greg	Teacher, K-12
McCaskill, Alisha	Teacher, K-12
Vaughan, Cathy	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy teams attempts to meet at a minimum once per 9 weeks to discuss the vertical and horizontal alignment of literacy strategies across subject area. Each member in term relays this information on their respective departments and peers. The implementation of best practices and sharing

of ideas is the primary focus with future goals to be established for at least one school wide initiative each year on literacy

Public and Collaborative Teaching

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

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

Teachers in grades 9-12 and teachers in grades 6-8 have a duty free lunch period in which they interact and socialize with one another. This is done to encourage collaboration and a positive work environment. Reading teachers are given one instructional day with substitutes provided to plan and align curriculum across the grade levels.

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

Only hire highly qualified teachers, provide competitive salaries, continuing in-service, an environment conducive for career advancement. Also seek teachers that have multiple certifications in subject areas.

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

New teachers both in hire and career are mentored by their departments. Monthly meetings are held both at the grade level and with the Administrative staff to discuss strategies being used and teacher progress in honing their skills. In addition to this the School Leadership team observes on a regular basis all teachers in the classroom setting and provides both formal and informal feedback.

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 district and school only adopt instructional materials that have been approved by the Florida Department of Education and aligned to meet the 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

Each year students are identified per state statute who are in need of remediation in Reading and Mathematics based on data obtained from state assessments. Students are then placed in appropriate remediation classes where curriculum and instruction is modified to meet the needs of the students. Modifications will vary based on student need and may include but are not limited to: pace of instruction and varying types of presentation.

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

Strategy: Summer Program

Minutes added to school year: 5,600

Summer programs is primarily aimed at middle school students to do summer remediation in classes they failed during the regular school year to allow them the opportunity to make that course work up in order to be promoted to the next grade or into high school. A limited number of students from the high school level also participate with the priority directed at Seniors that may have fall short of the necessary credits for graduation at the end of the school year and then downward to other high school students as space is available.

Strategy Rationale

The rationale behind this strategy is to keep students on pace to graduate on time.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Buddy, brownb@hdsb.org

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

Students are evaluated on the online program, Ed Options, which they utilize to make up non satisfactory work. If the appropriate grade is achieved, 70% or higher, and they have accomplished the number of tasks as determined by a pre-test administered through Ed Options, then they receive the appropriate course work credit. In addition a hands on remediation is conducted on site with students that are taking Algebra I EOC and prepping for the summer retake.

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

Each year the school works with the elementary school to prepare the incoming cohort of 6th graders. In May the 5th graders are brought to the school for presentations from the administration and guidance department outlining expectations and requirements. Students are then given a tour of the campus to familiarize themselves with the setting of the school. Additionally before school starts a 6th grade orientation is held where parents are invited and also provided the expectations and requirements. A question and answer session is held to address any concerns the parents may have.

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

Counselors provide annual updates regarding college and career readiness during registration for classes. Eighth grade students receive college and career readiness as an integral part of their social studies class. Ninth and twelfth grade students participate in the Annual Regional Career Fair where they are awarded the opportunity to meet one-on-one with local business, industry and community representatives. Teachers invite guest speakers from various career fields to provide career information during class time. College representatives come on campus at various times throughout the school year to make class presentations and to be available during lunch for one-on-one question and answer sessions.

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

The school currently offers three areas of industry certification:

Agritech Certification offered by Florida Farm Bureau

Microsoft Office Specialist and Microsoft Office Specialist Master Certifications

Certified Food Protection Manager (Servesafe) and National ProStart Certificate of Achievement both from the National Restaurant Association.

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

The foundations course for the Agritech Certification is Agriscience Foundations. This class not only is the foundation course for the certification program it also meets the requirement as a equally rigorous science course and can be used to meet part of the science requirement for the Merit Scholar Diploma program recently created by the state.

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 ACT PLAN Test is administered to all 10th grade students to prepare them for the college entrance exam. Study guides for ACT, SAT and P.E.R.T. are available for students to prepare for the college entrance exams and to improve in areas of weakness. Numerous opportunities are provided for students to take P.E.R.T. on the high school campus. Math for College Readiness and English 4 College Prep are offered on the high school campus for students who score below the minimum college entrance requirements for math, reading and writing.

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.** By Spring 2015, the percent of students in math will increase at or above state proficiency levels by 5%.

- G2.** By the spring of 2015 the percent of students proficient in reading will increase by 8% with future goals to be at or above the state proficiency level.

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. By Spring 2015, the percent of students in math will increase at or above state proficiency levels by 5%.

1a

G051545

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0

Resources Available to Support the Goal 2

- State approved standards based curriculum.

Targeted Barriers to Achieving the Goal 3

- Student attendance

Plan to Monitor Progress Toward G1. 8

Discovery Education Assessment

Person Responsible

Summer Alford

Schedule

Quarterly, from 9/2/2014 to 2/20/2015

Evidence of Completion

Discovery Education Individual Student Reports will be used to monitor progress of the goal and whether or not students are making adequate gains to meet the goal.

G2. By the spring of 2015 the percent of students proficient in reading will increase by 8% with future goals to be at or above the state proficiency level. 1a

G051541

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- Cengage: National Geographic Edge Intensive Reading Program
- Cengage: National Geographic Inside Intensive Reading Program

Targeted Barriers to Achieving the Goal 3

- Student attendance

Plan to Monitor Progress Toward G2. 8

Discovery Education Assessments

Person Responsible

Summer Alford

Schedule

Quarterly, from 9/2/2014 to 2/20/2015

Evidence of Completion

Discovery Education Individual Student Reports will be used to monitor progress of the goal and whether or not students are making adequate gains to meet the goal.

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. By Spring 2015, the percent of students in math will increase at or above state proficiency levels by 5%.

1

 G051545

G1.B1 Student attendance **2**

 B129523

G1.B1.S1 Implement rewards program for students in attendance 90% of the time. **4**

 S141759

Strategy Rationale

Increasing student attendance will increase instructional time which will increase math proficiency levels.

Action Step 1 **5**

A rewards program will be implemented at the end of each semester for students who have at least 90% attendance.

Person Responsible

Brian Morgan

Schedule

Semiannually, from 1/16/2015 to 6/5/2015

Evidence of Completion

FOCUS Excessive Absence Attendance Report

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

Principal will monitor the program.

Person Responsible

Buddy Brown

Schedule

Semiannually, from 1/16/2015 to 6/5/2015

Evidence of Completion

Allocation of funds for the program and saving attendance reports.

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

View attendance reports to see if students in attendance at or above 90% is increasing.

Person Responsible

Brian Morgan

Schedule

Semiannually, from 1/16/2015 to 6/5/2015

Evidence of Completion

FOCUS Excessive Absence Attendance Report

G2. By the spring of 2015 the percent of students proficient in reading will increase by 8% with future goals to be at or above the state proficiency level. **1**

 G051541

G2.B2 Student attendance **2**

 B129457

G2.B2.S1 Implement a reward program for students who maintain 90% attendance. **4**

 S141602

Strategy Rationale

Increasing attendance will increase instructional time which will increase student reading proficiency.

Action Step 1 **5**

A rewards program will be implemented for students who are in attendance 90% of the time.

Person Responsible

Brian Morgan

Schedule

Semiannually, from 1/16/2015 to 6/5/2015

Evidence of Completion

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

Principal will monitor program.

Person Responsible

Buddy Brown

Schedule

Semiannually, from 1/16/2015 to 6/5/2015

Evidence of Completion

Allocation of funds for the program and saving attendance reports.

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

Review of attendance reports to see if percent of students at or above 90% attendance has increased.

Person Responsible

Brian Morgan

Schedule

Semiannually, from 1/16/2015 to 6/5/2015

Evidence of Completion

FOCUS Excessive Absence Report

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	A rewards program will be implemented at the end of each semester for students who have at least 90% attendance.	Morgan, Brian	1/16/2015	FOCUS Excessive Absence Attendance Report	6/5/2015 semiannually
G2.B2.S1.A1	A rewards program will be implemented for students who are in attendance 90% of the time.	Morgan, Brian	1/16/2015		6/5/2015 semiannually
G1.MA1	Discovery Education Assessment	Alford, Summer	9/2/2014	Discovery Education Individual Student Reports will be used to monitor progress of the goal and whether or not students are making adequate gains to meet the goal.	2/20/2015 quarterly
G1.B1.S1.MA1	View attendance reports to see if students in attendance at or above 90% is increasing.	Morgan, Brian	1/16/2015	FOCUS Excessive Absence Attendance Report	6/5/2015 semiannually
G1.B1.S1.MA1	Principal will monitor the program.	Brown, Buddy	1/16/2015	Allocation of funds for the program and saving attendance reports.	6/5/2015 semiannually
G2.MA1	Discovery Education Assessments	Alford, Summer	9/2/2014	Discovery Education Individual Student Reports will be used to monitor progress of the goal and whether or not students are making adequate gains to meet the goal.	2/20/2015 quarterly
G2.B2.S1.MA1	Review of attendance reports to see if percent of students at or above 90% attendance has increased.	Morgan, Brian	1/16/2015	FOCUS Excessive Absence Report	6/5/2015 semiannually
G2.B2.S1.MA1	Principal will monitor program.	Brown, Buddy	1/16/2015	Allocation of funds for the program and saving attendance reports.	6/5/2015 semiannually

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.

Budget Rollup

Summary

Description	Total
Goal 1: By Spring 2015, the percent of students in math will increase at or above state proficiency levels by 5%.	100
Goal 2: By the spring of 2015 the percent of students proficient in reading will increase by 8% with future goals to be at or above the state proficiency level.	100
Grand Total	200

Goal 1: By Spring 2015, the percent of students in math will increase at or above state proficiency levels by 5%.

Description	Source	Total
B1.S1.A1 - A \$50 I Tunes gift card will be purchased at the end of each semester.	General Fund	100
Total Goal 1		100

Goal 2: By the spring of 2015 the percent of students proficient in reading will increase by 8% with future goals to be at or above the state proficiency level.

Description	Source	Total
B2.S1.A1 - \$100 will be used to purchase two \$50 I Tunes gift cards each semester.	General Fund	100
Total Goal 2		100