

Lafayette High School

160 NE HORNET DR, Mayo, FL 32066

<http://lhs.lafayette.schooldesk.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 6-12	No	84%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lafayette 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lafayette High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Building a community of learners.

b. Provide the school's vision statement

To provide all students with educational opportunities within a safe environment conducive to learning, which will enable them to become successful students and positive, productive citizens.

2. School Environment

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

In our small community, our high school is the center hub of everything. Our extra curricular activities is huge, with many of our teachers doubling as coaches or sponsors. The positive informal interaction everyday between our students and teachers is evident. With the size of our faculty and staff being so small, communication between each other is easy. The supplemental program offered, such as ELL, Migrant, ESE, etc., help less fortunate students have a higher chance at success. The communication part of our school system generally sets us apart from others.

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

Teachers and administrators are visible before school, during the school day, after school, and at all extra curricular activities. All emergency drills are practiced throughout the year and we have a school resource officer that students have access to during the day. All students also have access to a Dean during the school day. He is in charge of discipline daily and handles all situations quickly. School Surveys are sent out during the year, that allows the administrative staff to assess students' and parents' perceptions of the school's environment, and allowing for necessary changes, as a result creating an environment of empathy and openness where students are empowered and feel they can give input.

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

At the Lafayette High School, administration, teachers and staff, like to take the proactive approach. The more students are engaged in class, the less discipline issues the teachers have. For the 2017/2018, teachers will have the opportunity to learn strategies, tools, and techniques to help improve engagement, through Professional Learning that involves differentiating instruction. New Teacher Training allows for new teachers to familiarize themselves with the Student Code of Conduct, handbook and school wide procedures and protocols. The Administrative staff, dean and support staff is visible in new teacher classrooms a higher percent of the time.

Students are given a copy of the school's Student Handbook on the first day of school. This handbook helps establish protocol and states clear behavioral expectations for all students. Within the first week of school, the Principal meets with each grade level during an assembly where guidelines, rules and

procedures are explained and established. Parents are also informed of protocols and expectations during Open House and parents can find them on the website. Parents receive a phone call with every referral regardless the severity.

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

We currently have several services available to students. We have a teacher mentor program that some members of our staff volunteer to participate in. Teachers are able to mentor students who show early warning signs. We also have two school guidance counselors who are available to students on a daily basis. Our district also contracts and houses a Meridian counselor 2-3 days a week for students who have been referred to the program. Our school also has a "bullying box" in which students can drop anonymous notes about situations that are currently happening during the school day, and student surveys are conducted periodically allowing students to voice their concerns. Peer tutoring will also be available for middle school students. High school students will come into middle school classes and help students with academics.

For the 2017/2018 school year, Professional Learning Community grade level meetings will allow collaboration time between teachers. This will allow teachers to focus on students individually and ensure academic and social-emotional needs are being met.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

We use Performance Matters and Skyward to help us track these indicators.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	21	36	42	31	53	54	55	292
One or more suspensions	0	0	0	0	0	0	16	7	6	6	2	4	2	43
Course failure in ELA or Math	0	0	0	0	0	0	33	11	12	9	6	5	3	79
Level 1 on statewide assessment	0	0	0	0	0	0	47	19	22	28	27	24	18	185
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	22	13	14	14	17	18	14	112

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

Lafayette High School offers several different intervention programs for students that exhibit any of the warning systems listed above. They included, but are not limited to, MTSS for behavior, intensive reading courses, intensive math courses, summer boot camp classes, truancy letters, a summer school retrieval class and a mentoring program. Parents of these student are generally called in by the office staff periodically to assess each student's status in regard to grades, attendance, discipline, and achievement level. Students are encouraged to be enrolled in at least one of the intervention strategies and, depending on the situation, more than one.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

LHS use many strategies and techniques to help build positive relationships with families to help increase involvement. At the beginning of the school year parents and teachers are invited to an open house to meet the teachers and staff at LHS and then a school wide Pep Rally for all parents and students happens each year during the week of pre-planning that celebrates the start of the school year. Quarterly Parent Involvement Nights are also planned to promote parent involvement. Teachers send home reminders and information to parents using the Remind 101 app, and are able to conference with parents when needed. Parents have access to students grades on Skyward and Edgenuity. Deficiencies are sent home every 9 weeks. Parents are able to find school's missions vision on the school's website along with a calendar of upcoming events and recognition school and student's success. Parents also complete a survey that allows them to voice concerns and input about LHS. The data is compiled and revisions are made when needed. School Advisory Council meets monthly or when needed.

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

In our community local business promote and help fund numerous student academic and extracurricular activities throughout the school year. The annual back to school activities include giving students materials needed for being successful in the class and supporting extra curricular activities are common.

Students actively meet and speak at Rotary functions throughout the year to promote school events open to the public.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hancock, Stewart	Principal
	Instructional Coach

b. Duties

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

The school based Leadership Team will meet quarterly along with Literacy Leadership Team. The team will discuss progress monitoring issues and data. Appropriate movements of students among the 3 tier levels of intervention will be determined at these meetings.

The School Leadership team consists of Stewart Hancock (principal), AP (currently unfilled), Tim Hanson (dean), Becky Sharpe (MS Guidance Counselor), Melissa Hewett (HS Guidance Counselor), and Alissa Hingson (Instructional Coach).

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The SIP is based on the implementation of the school's plan for Response to Intervention and the process of MTSS. The team will use data to develop the planned placement of students within the 3 tiers of intervention based on needs outlined in the SIP.

•Title I, Part A

Lafayette High School is not a Title I school in 2014-2015. However, some Title I funds are used to provide comparable services to eligible students in non-title I school.

•Title I, Part C Migrant

The Lafayette District files an Application for the Title I Part A Basic, Migrant, and Title II Part A. Migrant, Homeless, English Language Learner and ESE programs provide additional support to at risk students in addition what is offered in regular education. All students are served in any program for program for which they qualify regardless of participation in other special programs.

•Title I, Part D

N/A

•Title II

Title II funds are used to provide professional development activities in core subjects. Each year, the school improvement plan, school achievement plan, principal input and teacher surveys are used to determine appropriate professional development.

•Title III

Lafayette School District is not eligible for Title III funds.

•Title X Homeless

Lafayette High School provides services to eliminate barriers to student achievement through a Homeless Liaison. The Liaison assists students with enrollment, and helps the students and their families access health and community services.

•Supplemental Academic Instruction (SAI)

Lafayette High School offers Intensive Reading and Math classes to students who need extra support in the area of Reading and Math.

•Nutrition programs

Free and reduced breakfast and lunch are available to all students.

•Housing programs

HUD subsidized apartments are available directly across from Lafayette High School

•Head Start

N/A

•Adult education

Parents and other community members interested in takes TABE courses and/or earning a diploma (GED) while attending Lafayette Adult Education Program.

•Career and Technical Education (CTE)

There are opportunities at Lafayette High School in the area of Career and Technical Education. Programs offered are Business Education, Allied Health, and Agricultural Education. A STEM academy is also offered in the area of Agri-Science Technology. LHS provides coursework leading to industry certification.

* Middle school students have the opportunity to take Digital Tools

•Job training

Lafayette High School provides coursework leading to industry certification through the Business Technology Education, Allied Health, Culinary Arts, and Agricultural Departments.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chan Perry	Parent
Stewart Hancock	Principal
Alissa Hingson	Teacher
Graham Jackson	Student
Chuck Spradling	Business/Community
Melissa Massey	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

There were no comments from the SAC of last year's school improvement plan.

b. Development of this school improvement plan

A SAC meeting was called on September 18, 2017 to get input on the SIP.

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

The school budget is advertised to allow for input by the SAC.

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

For the school year of 2016-2017 there were no funds allocated to the SAC.

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

Yes

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

There was no input on the budget from the SAC.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hancock, Stewart	Principal

b. Duties

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

The major initiatives of the LLT will be to continue to ensure proper placement of students based on continuous review of student reading data. Another goal for Lafayette High School's LLT will be to improve the level of implementation of reading strategies in core areas other than ELA as well as the implementation of Florida Standards in the appropriate subjects. Teachers have common planning times which allows for teachers to collaborate with grade level teachers, to ensure reading strategies are being implemented cross curriculum with validity and reliability.

In addition to the principal the Literacy Leadership Team consists of Alissa Hlmgson (instructional coach) and the 7 ELA teachers: Heather Ogburn, Susanne Hanson, Tracy Kerby, Annie Day, Lori Sadler, Madison Shaw and Joycelyn Cook.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Administrators and teachers at LHS have an open door policy. Teachers are encouraged to ask questions and give suggestions whenever possible. Teachers are given numerous opportunities to plan together during pre-planning, during the school year, and in the summer. Teachers' planning periods are also set in order for teachers to plan together when possible. Teachers are able to meet during grade-level Professional Learning Communities and Subject based Professional Learning Communities 3 times a year to discuss planning and instruction as well as students in the MTSS process.

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

Teachers will be recruited through a various methods. These methods included but are not limited to: Job Fairs, Job Postings on Teachers-Teachers.com and school website and through assistance through our Educational Consortium. Individual responsible is Gina Hart.

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

LHS has a mentoring program to help in the retention of new teachers. New teachers to the district are paired with individuals who have taught or have taught similar subjects. The mentor/mentee will meet during professional development days and during the planning period for both teachers. Comparing of classroom activities and curriculum maps will be done

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core teachers have the latest up to date training in regard to the Florida Standards. This is ongoing with our Professional Development plan and in-service training provided by the district. All curriculum used for instruction is state aligned and approved.

b. Instructional Strategies

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

All teachers use Performance Matter to help identify and code students data. From there teachers are able to establish norms in the data and group needs. Teachers design lesson plans and curriculum maps based around the needs of their students. In many cases, diagnosis tests are administered to the students in a certain class (Achieve, MobyMax and DAR). Once the instructional level is established for the student, the teacher can then allow the student to work on his/her instructional level. Teachers also create learning centers that to increase individual student skills in appropriate areas of need.

Students receive RTI/Multi-tiered pull out time twice a week in reading or math, depending on the need. ESE support facilitators are also available to help assist the teacher in assisting the students with diverse needs. Currently we have two support facilitators at the middle/high-school level.

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

Strategy: Extended School Day

Minutes added to school year: 0

n/a

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Hancock, Stewart, shancock@lcsbmail.net

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

n/a

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Communication is key. Student are encouraged to attend open house, parent involvement nights, and are welcome to visit our administration offices whenever needed. Our guidance counselor is available to meet with student and parents as well. In the transition from our elementary school to our middle school several measures are taken place to support the incoming cohort to a new school. Our 6th grade teachers go and meet the students while they are still in 5th grade. There is a visitation day where 5th grade comes to LHS in May to take a tour of their new campus. 6th grade has a separate Open House just for 6th graders during pre-planning, that is coordinated to address concerns of transition.

b. College and Career Readiness

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

LHS has a two guidance counselor, an assistant principal, and dean that assists students with making choices in regard to academic and career goals. Students are given the opportunity to meet with each of these individuals as needed. The district CTE director is also the school's assistant principal, so industry certifications are important and the amount of students earning industry certifications has been rising. CAPE Digital Tools are also available for the first time in middle school starting in 2015-16.

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

All students are given the opportunity to enter Career and Technical Education programs throughout their high school career. Through our business, allied health, culinary arts and our agricultural programs, students are available to many different industry certification opportunities.

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

The teachers in all CTE classes are trained in reading strategies designed to improve reading comprehension. All CTE teachers will receive all professional development training that the rest of the staff will receive as well.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

All seniors at LHS that are not college ready in reading are encouraged or required to take College Readiness Reading in their schedule. All middle school students are in a critical thinking study skills in class that heavily involve reading strategies designed to improve comprehension. This is designed to improve student reading scores as they progress throughout high school.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

17.18.Comprehensive_Needs_Assessment.docx

20172018 Comprehensive Needs Assessment

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** For the 2017-2018 school year we are focusing on increasing our learning gains of the bottom 25% in reading and math by 10% in each subject by 2016-2017 data.

Strategic Goals Detail

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

G1. For the 2017-2018 school year we are focusing on increasing our learning gains of the bottom 25% in reading and math by 10% in each subject by 2016-2017 data. 1a

G090001

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	58.0
ELA/Reading Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal 3

- low attendance
- fixed mindset

Resources Available to Help Reduce or Eliminate the Barriers 2

- administration
- Growth Mindset book study
- differentiated instruction PL
- Remind 101 app for attendance

Plan to Monitor Progress Toward G1. 8

Students in bottom 25% will increase in learning gains in reading and math

Person Responsible

Stewart Hancock

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Progress monitoring/benchmark data/FSA 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. For the 2017-2018 school year we are focusing on increasing our learning gains of the bottom 25% in reading and math by 10% in each subject by 2016-2017 data. **1**

 G090001

G1.B1 low attendance **2**

 B240091

G1.B1.S1 Use Remind 101 app to encourage kids to come to school by using it in a personal friendly way to convey messages. **4**

 S253035

Strategy Rationale

Using friendly language to be proactive in encouraging kids to come to school, by building a relationship. The messages will be proactive and send idealism that we miss them when they are gone, and we want them to be here. It seems that all (most) teens have cell phones. Texting is a great way to communicate.

Action Step 1 **5**

Remind 101

Person Responsible

Stewart Hancock

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

text messages sent, attendance reports

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

Action Research

Person Responsible

Stewart Hancock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

attendance reports and the text messages sent

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

Monthly attendance reports will be reviewed to see if strategy is making an impact.

Person Responsible

Stewart Hancock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Monthly attendance reports. Conversations with Kristy who is sending out remind messages.

G1.B2 fixed mindset 2

 B247355

G1.B2.S1 Offering ongoing professional learning on differentiated instruction including Growth Mindset book study to our teachers. 4

 S260634

Strategy Rationale

Students in the lower quartile often have a fixed mindset about their inability to learn. Learning different ways to meet their needs and to change their mindset is necessary for us to increase their learning gains.

Action Step 1 5

Teachers participating in professional learning with Marcus Sowcik on differentiated instruction and participating in book study on Growth Mindset in Professional Learning Communities.

Person Responsible

Stewart Hancock

Schedule

Monthly, from 8/2/2017 to 5/25/2018

Evidence of Completion

classroom observations of strategies being implemented

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

Follow up from Professional Learning activities, Professional Learning Communities and classroom observations

Person Responsible

Stewart Hancock

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

classroom observation data, benchmark data, PLC documentation

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

Classroom observation to see if strategies from PL is being implemented. Support from other teachers in PLCs and/or working with Instructional Coach.

Person Responsible

Stewart Hancock

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observation data, PLC documentation, benchmark assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M347966	Students in bottom 25% will increase in learning gains in reading and math	Hancock, Stewart	8/10/2017	Progress monitoring/benchmark data/ FSA data	5/25/2018 quarterly
G1.B1.S1.MA1 M364124	Monthly attendance reports will be reviewed to see if strategy is making an impact.	Hancock, Stewart	8/10/2017	Monthly attendance reports. Conversations with Kristy who is sending out remind messages.	5/25/2018 monthly
G1.B1.S1.MA1 M347965	Action Research	Hancock, Stewart	8/10/2017	attendance reports and the text messages sent	5/25/2018 monthly
G1.B1.S1.A1 A330960	Remind 101	Hancock, Stewart	8/10/2017	text messages sent, attendance reports	5/25/2018 weekly
G1.B2.S1.MA1 M364140	Classroom observation to see if strategies from PL is being implemented. Support from other...	Hancock, Stewart	8/10/2017	Classroom observation data, PLC documentation, benchmark assessment data	5/25/2018 weekly
G1.B2.S1.MA1 M364131	Follow up from Professional Learning activities, Professional Learning Communities and classroom...	Hancock, Stewart	8/10/2017	classroom observation data, benchmark data, PLC documentation	5/25/2018 monthly
G1.B2.S1.A1 A343309	Teachers participating in professional learning with Marcus Sowcik on differentiated instruction...	Hancock, Stewart	8/2/2017	classroom observations of strategies being implemented	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. For the 2017-2018 school year we are focusing on increasing our learning gains of the bottom 25% in reading and math by 10% in each subject by 2016-2017 data.

G1.B1 low attendance

G1.B1.S1 Use Remind 101 app to encourage kids to come to school by using it in a personal friendly way to convey messages.

PD Opportunity 1

Remind 101

Facilitator

Kristy Garrard

Participants

students who are habitually absent

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G1.B2 fixed mindset

G1.B2.S1 Offering ongoing professional learning on differentiated instruction including Growth Mindset book study to our teachers.

PD Opportunity 1

Teachers participating in professional learning with Marcus Sowcik on differentiated instruction and participating in book study on Growth Mindset in Professional Learning Communities.

Facilitator

Stewart Hancock and Alissa Hingson

Participants

teachers

Schedule

Monthly, from 8/2/2017 to 5/25/2018