

Marion County Public Schools

Madison Street Academy Of Visual And Performing Arts



2015-16 School Improvement Plan

Madison Street Academy Of Visual And Performing Arts

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

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	28%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary 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 was approved by the Marion County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

Early Warning Systems

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

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

The following data shows the number of students whom meet attendance below 90%, course failure in ELA/Math and Level 1 on FCAT Assessment.
 This section will be updated when we receive new data.

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

This section does not apply to our school at this time because there are no students exhibiting two or more early warning indicators.
 This section will be updated when we receive new data.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

Madison Street Elementary will continue to build relationships with our parents, local businesses, and churches in the community. We are working closely with several businesses who regularly donate supplies, their time, various rewards for staff members and other resources to support our school's mission. Parents are always welcome and encouraged to volunteer their time to support and participate in various programs, projects, and activities that will enhance learning and increase student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Hamby, Kendra	Principal
Mills, Bret	Dean
Rembert, Bernard	Assistant Principal
Haworth, Angelique	Instructional Coach
Denesha, Amy	Guidance Counselor

Duties

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

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

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

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

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

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

N/A

School Advisory Council (SAC)

Membership:

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

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Rembert, Bernard	Assistant Principal
Mills, Bret	Dean
Hamby, Kendra	Principal
Haworth, Angelique	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

The Major initiatives are to:

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

Public and Collaborative Teaching

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

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

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 1,960

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mills, Bret, bret.mills@marion.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

Kindergarten registration kicked off in April continued throughout the summer.

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

College and Career Readiness

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

N/A

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will differentiate math instruction as a result of targeted professional development and collaboration, then the performance of students overall will increase with respect to learning gains and proficiency.

- G2.** All teachers will differentiate ELA instruction as a result of targeted professional development and collaboration, then the performance of students overall will increase with respect to learning gains and proficiency.

Strategic Goals Detail

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

G1. All teachers will differentiate math instruction as a result of targeted professional development and collaboration, then the performance of students overall will increase with respect to learning gains and proficiency. 1a

G073833

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Dream Box
- Professional Learning Communities
- Math focused Professional Development

Targeted Barriers to Achieving the Goal 3

- Changes to math curriculum over the past few years have left students with gaps in their math knowledge.

Plan to Monitor Progress Toward G1. 8

Observation data, Dream Box reports, Math Learning Checks

Person Responsible

Bernard Rembert

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Observation data, Dream Box reports, Math Learning Checks

G2. All teachers will differentiate ELA instruction as a result of targeted professional development and collaboration, then the performance of students overall will increase with respect to learning gains and proficiency. 1a

G073834

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Professional Development Specialist
- Professional Development
- Achieve 3000 for grades 3-5 and All Gifted students

Targeted Barriers to Achieving the Goal 3

- The change in the state's writing standards/expectations, at all grade levels, is a shift for both teachers and students.

Plan to Monitor Progress Toward G2. 8

Learning Check data, Aimsweb data, and reports from Achieve 3000 will be used to progress monitor students.

Person Responsible

Angelique Haworth

Schedule

Monthly, from 8/27/2015 to 5/26/2016

Evidence of Completion

Learning Check data, Aimsweb data, and reports from Achieve 3000 will be used to progress monitor students.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will differentiate math instruction as a result of targeted professional development and collaboration, then the performance of students overall will increase with respect to learning gains and proficiency. **1**

 G073833

G1.B1 Changes to math curriculum over the past few years have left students with gaps in their math knowledge. **2**

 B192839

G1.B1.S1 Grade level collaboration and observations of modeled lessons **4**

 S204338

Strategy Rationale

Teachers will be able to better understand and implement how to differentiate math instruction through centers and incorporate STEM related projects/learning.

Action Step 1 **5**

Math will be a focus of training followed by classroom modeling/observations and debriefing of best practices.

Person Responsible

Bernard Rembert

Schedule

Monthly, from 8/19/2015 to 5/12/2016

Evidence of Completion

An agenda will outline the academic focus of each PLC along with a notated calendar. Through the implementation of PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations.

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

Professional Development by grade level based on students' needs

Person Responsible

Bernard Rembert

Schedule

Monthly, from 8/17/2015 to 5/25/2016

Evidence of Completion

School-wide and grade level data reviews will occur during the monthly at grade level meetings and at the monthly School-wide Leadership meetings.

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

Teacher observations and reviewing reports (DreamBox and District Assessments) will monitor effectiveness.

Person Responsible

Bernard Rembert

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Effectiveness will be monitored through disaggregation of data.

G1.B1.S2 Math centered professional development. 4

S204339

Strategy Rationale

Time will be spent on professional development in order to effectively differentiate instruction and align instructional materials and delivery to the FL standards. For example, Teachers will learn how to use diagnostic reports from Dream Box to help determine each individualized students' math needs. They also will learn how to implement STEM based projects.

Action Step 1 5

Utilizing math manipulatives, classroom discussions, and student centered learning to offer problem solving opportunities.

Person Responsible

Bernard Rembert

Schedule

Monthly, from 8/20/2015 to 5/13/2016

Evidence of Completion

Scheduled modeled lessons, lesson plans, and debriefing notes--monthly

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

Observations and walkthroughs

Person Responsible

Bernard Rembert

Schedule

On 5/25/2016

Evidence of Completion

Resources provided to teachers and agenda/planning notes implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's. Students' completed STEM projects each semester. Observations of modeled lessons and scheduled dates on calendar --monthly Through increasing the effectiveness of teaching math, student learning and engagement will be evident in classroom walkthroughs and observations.--quarterly Effectiveness will be monitored through disaggregation of data

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

Sign in sheets to professional development courses, observations, walkthroughs

Person Responsible

Bernard Rembert

Schedule

Monthly, from 8/18/2015 to 5/16/2016

Evidence of Completion

Data reports from Think Central, Dream Box, and Math Learning Checks will reveal data on student progress.

G2. All teachers will differentiate ELA instruction as a result of targeted professional development and collaboration, then the performance of students overall will increase with respect to learning gains and proficiency. 1

 G073834

G2.B1 The change in the state's writing standards/expectations, at all grade levels, is a shift for both teachers and students. 2

 B192840

G2.B1.S1 Time will be spent on professional development in order to effectively differentiate instruction and align instructional materials and delivery to the FL standards. 4

 S204340

Strategy Rationale

Teachers will be more confident in effectively teaching the "Trait Writing" and document-based writing strategies. The use of higher-level questions will promote response to text. Teachers will also be calibrated in scoring writing.

Action Step 1 5

Professional Learning Communities (PLC's) scheduled at a minimum monthly.

Person Responsible

Angelique Haworth

Schedule

Monthly, from 8/24/2015 to 5/23/2016

Evidence of Completion

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

Scheduled modeled lessons, lesson plans, and debriefing notes will be reviewed monthly.

Person Responsible

Angelique Haworth

Schedule

Monthly, from 8/17/2015 to 5/16/2016

Evidence of Completion

Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's.

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

Teacher observation and walkthroughs will be utilized to monitor effectiveness. Learning Checks will be reviewed as well.

Person Responsible

Angelique Haworth

Schedule

Monthly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Effectiveness will be monitored through disaggregation of data.

G2.B1.S2 Grade level collaboration and observations of modeled lessons 4

S204341

Strategy Rationale

Having PLC's scheduled on a continuous basis will lead to sharing of best practices.

Action Step 1 5

Utilizing research and writing in the content area

Person Responsible

Angelique Haworth

Schedule

Monthly, from 8/27/2015 to 5/26/2016

Evidence of Completion

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

An agenda will outline the academic focus of each PLC along with a notated calendar. Through the implementation of PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations.

Person Responsible

Angelique Haworth

Schedule

Monthly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Agendas and action plans will be reviewed after PLC meetings.

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

Resources will be provided to teachers and agenda/planning notes. Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's will be monitored.

Person Responsible

Schedule

Monthly, from 8/27/2015 to 5/26/2016

Evidence of Completion

Resources provided to teachers and agenda/planning notes Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's Grade level collaboration and observations of modeled lessons Scheduled modeled lessons, lesson plans, and debriefing notes Observations of modeled lessons and scheduled dates on calendar Through increasing the effectiveness of teaching writing strategies, student learning and engagement will be evident in students' work displayed and engagement during classroom walkthroughs and observations. The incorporation of writing in the content area will be evident in the students' content area journals.

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	Math will be a focus of training followed by classroom modeling/observations and debriefing of best practices.	Rembert, Bernard	8/19/2015	An agenda will outline the academic focus of each PLC along with a notated calendar. Through the implementation of PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations.	5/12/2016 monthly
G1.B1.S2.A1	Utilizing math manipulatives, classroom discussions, and student centered learning to offer problem solving opportunities.	Rembert, Bernard	8/20/2015	Scheduled modeled lessons, lesson plans, and debriefing notes--monthly	5/13/2016 monthly
G2.B1.S1.A1	Professional Learning Communities (PLC's) scheduled at a minimum monthly.	Haworth, Angelique	8/24/2015		5/23/2016 monthly
G2.B1.S2.A1	Utilizing research and writing in the content area	Haworth, Angelique	8/27/2015		5/26/2016 monthly
G1.MA1	Observation data, Dream Box reports, Math Learning Checks	Rembert, Bernard	9/9/2015	Observation data, Dream Box reports, Math Learning Checks	5/25/2016 monthly
G1.B1.S1.MA1	Teacher observations and reviewing reports (DreamBox and District Assessments) will monitor effectiveness.	Rembert, Bernard	9/9/2015	Effectiveness will be monitored through disaggregation of data.	5/25/2016 monthly
G1.B1.S1.MA1	Professional Development by grade level based on students' needs	Rembert, Bernard	8/17/2015	School-wide and grade level data reviews will occur during the monthly at	5/25/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				grade level meetings and at the monthly School-wide Leadership meetings.	
G1.B1.S2.MA1	Sign in sheets to professional development courses, observations, walkthroughs	Rembert, Bernard	8/18/2015	Data reports from Think Central, Dream Box, and Math Learning Checks will reveal data on student progress.	5/16/2016 monthly
G1.B1.S2.MA1	Observations and walkthroughs	Rembert, Bernard	8/24/2015	Resources provided to teachers and agenda/planning notes implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's. Students' completed STEM projects each semester. Observations of modeled lessons and scheduled dates on calendar --monthly Through increasing the effectiveness of teaching math, student learning and engagement will be evident in classroom walkthroughs and observations.--quarterly Effectiveness will be monitored through disaggregation of data	5/25/2016 one-time
G2.MA1	Learning Check data, Aimsweb data, and reports from Achieve 3000 will be used to progress monitor students.	Haworth, Angelique	8/27/2015	Learning Check data, Aimsweb data, and reports from Achieve 3000 will be used to progress monitor students.	5/26/2016 monthly
G2.B1.S1.MA1	Teacher observation and walkthroughs will be utilized to monitor effectiveness. Learning Checks will be reviewed as well.	Haworth, Angelique	8/26/2015	Effectiveness will be monitored through disaggregation of data.	5/25/2016 monthly
G2.B1.S1.MA1	Scheduled modeled lessons, lesson plans, and debriefing notes will be reviewed monthly.	Haworth, Angelique	8/17/2015	Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's.	5/16/2016 monthly
G2.B1.S2.MA1	Resources will be provided to teachers and agenda/planning notes. Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's will be monitored.		8/27/2015	Resources provided to teachers and agenda/planning notes Implementation of strategies by teachers observed during classroom walk-throughs and artifacts and/or disaggregated data shared at PLC's Grade level collaboration and observations of modeled lessons Scheduled modeled lessons, lesson plans, and debriefing notes Observations of modeled lessons and scheduled dates on calendar Through increasing the effectiveness of teaching writing strategies, student learning and engagement will be evident in students' work displayed and engagement during classroom walkthroughs and observations. The incorporation of writing in the content area will be evident in the students' content area journals.	5/26/2016 monthly
G2.B1.S2.MA1	An agenda will outline the academic focus of each PLC along with a notated calendar. Through the implementation of PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations.	Haworth, Angelique	8/26/2015	Agendas and action plans will be reviewed after PLC meetings.	5/25/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will differentiate math instruction as a result of targeted professional development and collaboration, then the performance of students overall will increase with respect to learning gains and proficiency.

G1.B1 Changes to math curriculum over the past few years have left students with gaps in their math knowledge.

G1.B1.S2 Math centered professional development.

PD Opportunity 1

Utilizing math manipulatives, classroom discussions, and student centered learning to offer problem solving opportunities.

Facilitator

Bernard Rembert

Participants

All Math Teachers

Schedule

Monthly, from 8/20/2015 to 5/13/2016

G2. All teachers will differentiate ELA instruction as a result of targeted professional development and collaboration, then the performance of students overall will increase with respect to learning gains and proficiency.

G2.B1 The change in the state's writing standards/expectations, at all grade levels, is a shift for both teachers and students.

G2.B1.S1 Time will be spent on professional development in order to effectively differentiate instruction and align instructional materials and delivery to the FL standards.

PD Opportunity 1

Professional Learning Communities (PLC's) scheduled at a minimum monthly.

Facilitator

Angel Haworth

Participants

All ELA Teachers

Schedule

Monthly, from 8/24/2015 to 5/23/2016

G2.B1.S2 Grade level collaboration and observations of modeled lessons

PD Opportunity 1

Utilizing research and writing in the content area

Facilitator

Angel Haworth

Participants

All ELA Teachers

Schedule

Monthly, from 8/27/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Math will be a focus of training followed by classroom modeling/observations and debriefing of best practices.				\$976.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Madison St Acad Of Visual Perf			\$976.00
<i>Notes: Kagan Strategies Book Study - Mindset with staff and parents</i>						
2	G1.B1.S2.A1	Utilizing math manipulatives, classroom discussions, and student centered learning to offer problem solving opportunities.				\$9,110.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Madison St Acad Of Visual Perf			\$9,110.00
<i>Notes: Online program- Dreambox; use of math manipulatives, Teaching Student Centered Mathematics (books); After-school math tutoring.</i>						
3	G2.B1.S1.A1	Professional Learning Communities (PLC's) scheduled at a minimum monthly.				\$15,910.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Madison St Acad Of Visual Perf			\$15,910.00
<i>Notes: Online Programs -Achieve 3000, BrainPop, STAR reading.</i>						
4	G2.B1.S2.A1	Utilizing research and writing in the content area				\$17,343.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Madison St Acad Of Visual Perf			\$17,343.00
<i>Notes: Scholastic News, Science Weekly, Laptops -offer opportunities for research and writing in the content area, Substitutes for coverage of staff due to training and observations.</i>						
					Total:	\$43,339.00