



School Improvement Plan

2021 – 2024

General Improvement Plan Information

School	Kendrick High School
Principal	Dr. Alonzo James
SIP Team Lead	Danya Albright
Grades Served	9 - 12

Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box

- ☒ Community Eligibility Provision (CEP)
☐ Free/Reduced Meal Application

Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box

- ☐ Traditional Funding (All Federal Funds are Budgeted Separately)
☒ Consolidated Funds (State/Local and Federal Funds are Consolidated)

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

Schools must ensure they are incorporating a paraprofessional in the process.

Name	Position
Alonzo James	Principal
Danya Albright / Michael Davis	Assistant Principal or Dean
Catrina Smith / Patsy Gray	Academic Coach
Todd Kline	Teacher
Lola Farley	Teacher
Lisa Spivey	SWD Teacher (when applicable)
Harold Hines	Teacher
Latanchila Crawford	Paraprofessional
Maxine Gaddy	Family Engagement Representative
Jan Grier	Parent
Ynita Buckner	Parent
Kenneth Sanders	Student (HS only)
Corey Thompkins	Student (HS only)
Willie Jones	Business/Community Partner
Jimmie Johnson-Fleming	Counselor (Guidance Director)
Michael Peek	SWD LEA
Sonja Lewis	Academic Dean

ADDITIONAL TEAM MEMBERS

Name	Position
Aliphia Luttrell	Teacher
Andre Dye	Teacher / Athletic Director

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

The team continues to survey stakeholders throughout the year. The team members were provided the review of the previous year's Comprehensive Needs Assessment process inclusive of the "Systems to Improve" and the "Process to Improve" and the transition to the What Matters Most Framework.

OUR SCHOOL MISSION

To inspire and equip all students to achieve unlimited potential.

OUR SCHOOL VISION

Kendrick High School is a beacon of educational excellence where all are known, valued, and inspired.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Effective Monitoring of Quality Instruction: academic rigor in the classroom, development of quality assessments	Monitoring and quality feedback on instruction and classroom management, systems for teacher voice in decision making	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. School wide Relationships, Rituals and Routines, and Attendance Intervention for students who are chronically absent from school and/or classes	Recognizing and rewarding individual accomplishments adults and students as well as community members.	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3. Cultivate and distribute leadership	Increasing and providing more opportunities for shared decision making	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
4. Protecting Instructional Time	Minimizing internal and external interruptions in day to day instruction	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 st & 2 nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress (<i>applies to all 4 goals</i>)	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2.	Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

2021 – 2024 OVERARCHING NEEDS & GOALS	
District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
School wide Relationships, Rituals and Routines, and Attendance Intervention for students who are chronically absent from school and/or classes	By May 2022, 100% of teachers will be trained on the core element Targeted Instruction of Personalized Learning, with 80% implementing strategies demonstrating the use of data to create student groups to deliver instruction for multiple purposes to meet student needs measured by individual student formative and summative assessment data.
Cultivate and distribute leadership	
Effective Monitoring of Quality Instruction: academic rigor in the classroom, development of quality assessments	

SHORT TERM ACTION PLAN

FALL 2021

Goal: By May 2024, 100% of teachers will be trained on the core element Targeted Instruction of Personalized Learning, with 80% implementing strategies demonstrating the use of data to create student groups to deliver instruction for multiple purposes to meet student needs measured by individual student formative and summative assessment data.							
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
Provide professional learning opportunities designed to support: Implementation process of Personalized Learning specifically the core area Targeted Instruction.	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	<ul style="list-style-type: none"> ➤ Weekly Observations ➤ Weekly Focus Walks ➤ PL Surveys from teachers ➤ Review and provide weekly feedback regarding Lesson Plans 	<ul style="list-style-type: none"> ➤ Instructional Focus Team (IFT) meeting agenda, sign in sheets, and minutes ➤ Lesson plans ➤ Student work samples ➤ Pre and post data sheets 	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Teachers will demonstrate the ability to collaboratively engage in personalized learning discussions focused on the targeted instruction model to design their lessons to incorporate the personalized learning framework. ➤ Teachers will review student data to identify instructional needs of students ➤ Teachers will develop the skillset to group and place students in Homogenous formats or Heterogeneous formats based on skill level. ➤ Teachers will modify delivery of instruction for each group of students based on student need. 					
Monitor and give quality feedback concerning the implementation of personalized	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority	COF	Administration/Instructional Coaches/Teachers	Weekly	<ul style="list-style-type: none"> ➤ Weekly Observations ➤ Weekly Focus Walks ➤ PL Surveys from teachers ➤ Review and provide 	<ul style="list-style-type: none"> ➤ Instructional Focus Team (IFT) meeting agenda, sign in sheets, and minutes 	Choose an item.

learning and instructional practices of faculty to ensure implementation and fidelity of personalized learning professional learning.	Student with Disabilities				weekly feedback regarding Lesson Plans	<ul style="list-style-type: none"> ➤ Lesson plans ➤ Student work samples ➤ Pre and post data sheets 	
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Teachers will use data to create student groups based on student interest, need, or skill-level; student groups are changed with some frequency. ➤ Teachers will consistently modify delivery of instruction for each group of students based on student need. 					
Refine the school's Response to Intervention plan to address the transition and implementation of MTSS; create a standardized approach for multi-tiered interventions to coincide with Personalized Learning.	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi - Weekly	Bi- Weekly Data Team Meeting Monthly RTI Meetings	<ul style="list-style-type: none"> ➤ Progress Reports/ Report Cards ➤ Pre-Post data sheets used to design targeted intervention for students not mastering standard(s). ➤ Student Samples 	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Teachers will through the Data team and RTI process, meet the individual needs of the students and improve student achievement. ➤ Students will have an increase in the passing rate of core subjects and consequently contribute to an increase in the Graduation Rate. 					
Continued Professional Development regarding the Data Teams Process to coincide with the core concept Targeted Instruction of Personalized Learning.	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi - Weekly	<ul style="list-style-type: none"> ➤ Weekly Observations ➤ Weekly Focus Walks ➤ PL Surveys from teachers ➤ Review and provide weekly feedback regarding Lesson Plans 	<ul style="list-style-type: none"> ➤ Progress Reports/ Report Cards ➤ Pre-Post data sheets used to design targeted intervention for students 	Choose an item.

	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Data is used by the teachers as an integral part of daily instruction to meet student needs. ➤ Teachers consistently deliver targeted instruction for multiple purposes (introduction to new material, guided practice, tutoring, etc.) ➤ Teacher consistently groups students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.) 				not mastering standard(s). ➤ Student Samples	
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.

SHORT TERM ACTION PLAN

Spring 2022

Goal: By May 2024, 100% of teachers will be trained on the core element Targeted Instruction of Personalized Learning, with 80% implementing strategies demonstrating the use of data to create student groups to deliver instruction for multiple purposes to meet student needs measured by individual student formative and summative assessment data.							
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
Continued Focus and professional learning opportunities designed to support: Implementation process of Personalized Learning specifically the core area Targeted Instruction	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	<ul style="list-style-type: none"> ➤ Weekly Observations ➤ Weekly Focus Walks ➤ PL Surveys from teachers ➤ Review and provide weekly feedback regarding Lesson Plans 	<ul style="list-style-type: none"> ➤ Instructional Focus Team (IFT) meeting agenda, sign in sheets, and minutes ➤ Lesson plans ➤ Student work samples ➤ Pre and post data sheets 	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Teachers will demonstrate the ability to collaboratively engage in personalized learning discussions focused on the targeted instruction model to design their lessons to incorporate the personalized learning framework. ➤ Teachers will review student data to identify instructional needs of students ➤ Teachers will develop the skillset to group and place students in Homogenous formats or Heterogeneous formats based on skill level. ➤ Teachers will modify delivery of instruction for each group of students based on student need. 					
Continue to monitor and give quality feedback concerning the implementation of personalized learning and	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	<ul style="list-style-type: none"> ➤ Weekly Observations ➤ Weekly Focus Walks ➤ PL Surveys from teachers ➤ Review and provide weekly feedback 	<ul style="list-style-type: none"> ➤ Instructional Focus Team (IFT) meeting agenda, sign in sheets, and minutes ➤ Lesson plans 	Choose an item.

instructional practices of faculty to ensure implementation and fidelity of personalize learning professional learning					regarding Lesson Plans	<ul style="list-style-type: none"> ➤ Student work samples ➤ Pre and post data sheets 	
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Teachers will use data to create student groups based on student interest, need, or skill-level; student groups are changed with some frequency. ➤ Teachers will consistently modify delivery of instruction for each group of students based on student need. 					
Continue to refine the school's Response to Intervention plan to address the transition and implementation of MTSS; create a standardized approach for multi-tiered interventions to coincide with Personalized Learning	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	<ul style="list-style-type: none"> ➤ Weekly Observations ➤ Weekly Focus Walks ➤ PL Surveys from teachers ➤ Review and provide weekly feedback regarding 	<ul style="list-style-type: none"> ➤ Instructional Focus Team (IFT) meeting agenda, sign in sheets, and minutes ➤ Lesson plans ➤ Student work samples ➤ Pre and post data sheets 	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Teachers will through the Data team and RTI process, meet the individual needs of the students and improve student achievement. ➤ Students will have an increase in the passing rate of core subjects and consequently contribute to an increase in the Graduation Rate. 					
Continued Professional Development regarding the Data Teams Process to coincide with the core concept Targeted Instruction of Personalized Learning.	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	<ul style="list-style-type: none"> ➤ Weekly Observations ➤ Weekly Focus Walks ➤ PL Surveys from teachers ➤ Review and provide weekly feedback regarding 	<ul style="list-style-type: none"> ➤ Instructional Focus Team (IFT) meeting agenda, sign in sheets, and minutes ➤ Lesson plans ➤ Student work samples 	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Data is used by the teachers as an integral part of daily instruction to meet student needs. 					

		<ul style="list-style-type: none"> ➤ Teachers consistently deliver targeted instruction for multiple purposes (introduction to new material, guided practice, tutoring, etc.) ➤ Teacher consistently groups students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.) 	➤ Pre and post data sheets	
	Intended Outcomes:			Choose an item.
	Intended Outcomes:			Choose an item.

SHORT TERM ACTION PLAN

FALL 2021

Goal: By May 2024, 100% of the staff will be trained with 80% effectively using established school-wide communication systems and PBIS classroom rules/routines to foster positive staff relationships, improve student attendance and increase student achievement as measured by community and school wide surveys.							
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
Create a school wide communication system that fosters positive staff relations and daily customer service	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration, Leadership Team	Weekly	Observations, community feedback, leadership feedback, Monitoring of Social Media Platforms	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Active Partners In Education ➤ Active Social Media Platforms ➤ Positive Community Relationships ➤ Improved Customer Service ➤ Improved Parental school relationships ➤ Improved Alumni relationships 					
Hold a PBIS team meeting every month to look at data that informs our PBIS action plan.	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration, Leadership Team	Weekly	Maintain and reference an electronic folder of artifacts: Team Minutes, data, walkthroughs, and the TIC, BOQ and SAS will be reviewed and recommendations will be made to enhance current implementation	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.

					and action plans for next year		
	Intended Outcomes:	<ul style="list-style-type: none">➤ PBIS Team Meetings Held monthly➤ PBIS Data reviewed and shared with the staff➤ Short term action plans developed based on data➤ Review data and plan celebrations and recognitions➤ Refer students for interventions using the MTSS/RTI process					
Ensure the school-wide teaching matrix is located near the front entrance or in the office area. Poster that include expectations and rules for particular locations in the building (i.e. hallway, restroom, etc.) will be posted in each of those appropriate settings strategically to allow teachers to refer to it while re-teaching. Students are explicitly taught the expectations and rules throughout the year.	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration, Leadership Team	Weekly	Focus Walks: to observe reference and reinforcement of the expectations throughout the school.	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none">➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix➤ Teachers will teach the school-wide PBIS Matrix, expectations, and rules throughout the school year ensuring the PBIS plan is carried out with fidelity➤ Continued decrease in discipline referrals, OSS and Tardies					

Ensure the implementation of the PBIS plan is carried out with fidelity ensuring a results-based rewards and recognition program is fully implemented.	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration, Leadership Team	Weekly	Observations, community feedback, leadership feedback, Monitor	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none">➤ Teachers and students will participate in the PBIS rewards program during the school year.➤ School – wide celebrations will be held at different intervals of time.➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix➤ Continued decrease in discipline referrals, OSS and Tardies					
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.

SHORT TERM ACTION PLAN

SPRING 2022

Goal: By May 2024, 100% of the staff will be trained with 80% effectively using established school-wide communication systems and PBIS classroom rules/routines to foster positive staff relationships, improve student attendance and increase student achievement as measured by community and school wide surveys.							
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
Create a school wide communication system that fosters positive staff relations and daily customer service	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration, Leadership Team	Weekly	Observations, community feedback, leadership feedback, Monitor	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.
	Intended Outcomes:	➤ Active Partners In Education ➤ Active Social Media Platforms ➤ Positive Community Relationships ➤ Improved Customer Service ➤ Improved Parental school relationships ➤ Improved Alumni relationships					
Hold a PBIS team meeting every month to look at data that informs our PBIS action plan	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration, Leadership Team	Weekly	Maintain and reference an electronic folder of artifacts: Team Minutes, data, walkthroughs, and the TIC, BOQ and SAS will be reviewed and recommendations will be made to enhance current implementation and action plans for next year	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.

	Intended Outcomes:	<ul style="list-style-type: none"> ➤ PBIS Team Meetings Held monthly ➤ PBIS Data reviewed and shared with the staff ➤ Short term action plans developed based on data ➤ Review data and plan celebrations and recognitions ➤ Refer students for interventions using the MTSS/RTI process 					
<p>Ensure the school-wide teaching matrix is located near the front entrance or in the office area. Poster that include expectations and rules for particular locations in the building (i.e. hallway, restroom, etc.) will be posted in each of those appropriate settings strategically to allow teachers to refer to it while re-teaching. Students are explicitly taught the expectations and rules throughout the year.</p>	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration, Leadership Team	Weekly	Focus Walks: to observe reference and reinforcement of the expectations throughout the school.	Perception Surveys Social Media Platforms PBIS Reward Reports ODR's OSS	Choose an item.
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix ➤ Teachers will teach the school-wide PBIS Matrix, expectations, and rules throughout the school year ensuring the PBIS plan is carried out with fidelity ➤ Continued decrease in discipline referrals, OSS and Tardies 					
							Choose an item.

Ensure the implementation of the PBIS plan is carried out with fidelity ensuring a results-based rewards and recognition program is fully implemented.	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration, Leadership Team	Weekly	Observations, community feedback, leadership feedback, Monitor	Perception Surveys Social Media Platforms PBIS Reward Reports	
	Intended Outcomes:	<ul style="list-style-type: none"> ➤ Teachers and students will participate in the PBIS rewards program during the school year. ➤ School – wide celebrations will be held at different intervals of time. ➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix ➤ Continued decrease in discipline referrals, OSS and Tardies 					
	Intended Outcomes:						Choose an item.
							Choose an item.

SHORT TERM ACTION PLAN

FALL 2021

Goal:							
					Evaluation of Implementation & ROI		
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.

SHORT TERM ACTION PLAN

SPRING 2022

Goal:							
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.

SHORT TERM ACTION PLAN

FALL 2021

Goal:							
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.

SHORT TERM ACTION PLAN

SPRING 2022

Goal:							
Action Steps	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI		
					Progress Monitoring Method & Frequency	Progress Monitoring Artifacts/Evidence	Status
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.

YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1	Personalized Learning -Targeted Instruction / PBIS/Data Teams/Gradual Release	Instructional and Climate Goal	PLC sign-in sheets, SEL (IFT Meeting) walk-throughs, PBIS walk-throughs, SWIS Data, universal screeners, common formative and summative assessments, TKES walk-throughs, focus walks, PBIS EOY report, BESS screener data
PD Day #2	Personalized Learning -Targeted Instruction / PBIS/Data Teams/Gradual Release	Instructional and Climate Goal	PLC sign-in sheets, SEL (IFT Meeting) walk-throughs, PBIS walk-throughs, SWIS Data, universal screeners, common formative and summative assessments, TKES walk-throughs, focus walks, PBIS EOY report, BESS screener data
PD Day #3	Personalized Learning -Targeted Instruction / PBIS/Data Teams/Gradual Release	Instructional and Climate Goal	PLC sign-in sheets, SEL (IFT Meeting) walk-throughs, PBIS walk-throughs, SWIS Data, universal screeners, common formative and summative assessments, TKES walk-throughs, focus walks, PBIS EOY report, BESS screener data
Additional PD	Customer Service / R.I.S.E. Terry Morgan / MTSS	Instructional and Climate Goal	PLC sign-in sheets, SEL (IFT Meeting) walk-throughs, PBIS walk-throughs, SWIS Data, universal screeners, common formative and summative assessments, TKES walk-throughs, focus walks, PBIS EOY report, BESS screener data

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1			
PD Day #2			
PD Day #3			
Additional PD			

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022			
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Progress Monitoring Method
PD Day #1			
PD Day #2			
PD Day #3			
Additional PD			

REQUIRED QUESTIONS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

The team is comprised of school wide leaders, parents, and community partners from all areas of the school.

Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

The school will continue to implement and ensure PBIS practices are prevalent throughout the school.

- Ensure the School-Wide Teaching Matrix (that includes all expectations & rules) is located near the front entrance or in the office area. Posters that include expectations & rules for particular locations in the building (i.e., hallway, restroom, etc.) will be posted in each of those appropriate settings strategically to allow teachers to refer to it while re-teaching. Students are explicitly taught the expectations and rules throughout the year
- PBIS team will review the school-wide data monthly and problem solve based on the trends
- Implement a PBIS rewards and incentive program for students and teachers

Describe how the school will support, coordinate and integrate services with middle schools, including strategies for 8th grade students in the transition from middle school to high school.

Also, describe what supports and/or services will be put into place to support 12th grade students in their transition to college or career.

The focus of Kendrick High School's transitional program is achieving success in the four year cohort and beyond. Transitioning middle school students will receive full support from the Gear Up program which will include but not be limited to the following:

- *Providing tools necessary to find high school "balance: organizing, study habits, goal setting, (High School 101)
- *Sharing the post-secondary experience (students leave the four year cohort with a full understanding of what post high school life demands: encourage dual enrollment, advance level course work and Work Based Learning
- *Building adult/student mentorships that foster positive interactions and relationships that on which students can depend
- *Making more efficient use of existing partnerships to support efforts for experiences inside and outside of the school building (supplies, sponsorships, field trips)
- *Training students to have a full understanding of what the expectations are for achievement of graduation: 4-year plan, career pathways, earning credits, reading the transcript.

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

The administration actively seeks to hire and develop teachers who meet professional qualifications through careful monitoring of professional development and focus on serving the needs of low income students, will deliver quality instruction inclusive of present day researched based practices.