

School District of Osceola County, FL

# Osceola County School For The Arts



2015-16 School Improvement Plan

## Osceola County School For The Arts

3151 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

www.osceola.k12.fl.us

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

### 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 is pending approval by the Osceola County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

It is our Mission to provide a community that nourishes and nurtures the personal integrity and creative expression of our students in their pursuit of artistic and academic excellence.

##### **Provide the school's vision statement**

The Osceola County School for the Arts will grow to become an artistic showcase where the community gathers to appreciate the artistic talents and academic achievements of its students.

#### School Environment

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

Through our arts programs, there is a multitude of opportunities for students, teachers and parents to interact in social settings. Teachers are excited to visit all art areas and share the love and talent that is celebrated during exhibits and performances. When teachers attend the student performances, great relationships are developed because of the interest teachers and staff members that take in the students' art.

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

The school administration and staff provide for well supervised common areas of the school. All visitors must check in the front office prior to going anywhere on campus. Students are expected to be in school uniform wearing their school ID in a manner that it is evident to staff. Staff all wear appropriate staff identification. All students and staff contribute to character education to ensure an anti-bully campus (physical, emotional, cyber, etc).

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

School uses a Behavior Documentation system through SharePoint to document and assign discipline for minor infractions. Training is provided on what types of offenses and the appropriate procedures to use in the Behavior Documentation. Expectations and procedures are taught from the very first day. The first days of school teachers review the Student Code of Conduct, dress code and tardy policy.

##### **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**

All new students can have a mentor through Student Government Association. Student counseling provided through the guidance staff. School also has an assigned social worker who works with students referred for services by the school staff.

#### 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

A Level 2 score on the statewide, standardized assessments in English Language Arts or mathematics

Course failure in students designated art major.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	3	6	6	2	7	24
One or more suspensions	7	7	1	1	2	2	7	27
Course failure in ELA or Math	0	0	0	1	0	0	0	1
Level 1 on statewide assessment	3	0	1	9	0	2	0	15
Level 2 on Reading State Assessment	0	0	0	0	0	13	1	14

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

Indicator	Grade Level			Total
	9	11	12	
Students exhibiting two or more indicators	1	1	1	3

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

All level 1 and any student who scored in level 2 in consecutive years have been placed in intensive reading course for 2015-2016 school year. All other level 2 students have reading intervention through a content area teacher who is CAR-PD certified. All early warning students will be progress monitored in reading and math by STAR Reading and Math.

## 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 would like to have parents understand the necessity and effectiveness of their involvement in the SAC Committee. The total numbers of hours for the school would increase by 500 by attendance and

participation in OCSA functions throughout the year. Involvement in the School Improvement Plan would also show an increase in parental understanding of the school goals.  
Utilize social media to encourage the parents and students to participate in out student artistic and academic achievements throughout the school year.

**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**

Create and showcase student performances that promote business partners and prominent community members to participate and give support in school related goals.

**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
Rasmussen, Jonathan	Principal
Conners, Mark	Assistant Principal
Bell, Tiffany	Dean
Long, Jeanette	Assistant Principal

**Duties**

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

Provide regular communication with faculty regarding effective classroom instructional techniques.  
Analyzes, interprets and assists teachers in using data to improve classroom instruction.  
Monitor student attendance, regular posted grades, student behavior and academic compliance  
Provide opportunities for professional development and teacher recognition.  
Assist teachers with the implementation of standards based instruction and rigor throughout all content areas.

***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***

School leadership team meets monthly to review relevant data to determine the effective interventions/strategies that will maximize student success.  
The leadership team will monitor progress of students that have exhibited need in any area.  
Utilizes school district inventory control systems to track and dispense available resources.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Jonathan Rasmussen	Principal
Andrea Darsch	Teacher
Sally Adair	Parent
Nate Adair	Student
Jenna Tokarz	Parent
Jossie Oquendo	Parent
Kayla Oquendo	Student
Tania Galenanes	Parent
Leyla Reyes-Madero	Parent
Amy DeRose	Parent
Yeny Ortiz	Parent
Jamie Domres	Parent
Randy Froehlich	Parent
Jeannie McWhorter	Parent
Emily Froehlich	Student
Katy Froehlich	Student
Kayla Domres	Student
Rebecca Morales	Parent
Crystal Challacombe	Parent
Danielle Randall	Parent
Glenn Randall	Parent
Samantha Randall	Student
Jenny Cox	Parent
	Student

## Duties

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

*Evaluation of last year's school improvement plan*

The committee is scheduled to review last year's school improvement plan on Sept. 15th 2015.

*Development of this school improvement plan*

All members go through the data provided in the meeting. Analysis of goals and instructional practices will be discussed and any changes requested will be voted on by the members of the SAC.

*Preparation of the school's annual budget and plan*

The school budget is presented annually to the SAC committee, to be voted for approval. Funds rolled over from the previous year. SAC is starting the 2015-2016 school year with a budget of \$4,602.03.

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

Beginning Total: \$8,794.72

9/25/14 - \$294.00 - National Council for History - 2015 NCHE Conference at Flagler College (A. Darsch - Teacher)

9/26/14 - \$109.00 - Florida Council for the Social Studies - FCSS 57th Annual Conference Registration (A. Darsch - Teacher)

10/22/14 - \$70.02 - BJ Wholesale - Hispanic Heritage Week Celebration (L. Marrero - Teacher)

10/22/14 - \$282.56 - School Outfitters - Music stand dolly (M. Curtis - Teacher)

10/27/14 - \$73.04 - BJ Wholesale - Hispanic Heritage Week Celebration (L. Marrero - Teacher)

10/30/14 - \$599.96 - Walmart.com - Proline conductor sheet music stands (M. Curtis - Teacher)

4/13/15 - \$1,500.00 - SDOC - TSA - Nat'l Convention - STEM - (M. Conners - Assistant Principal)

4/21/15 - \$1,828.50 - Pride Enterprises - Student Planners for 15-16 school year (J. Rasmussen - Principal)

4/27/15 - \$500.00 - SDOC - Spanish Heritage Hotel - (L. Marrero - Teacher)

4/27/15 - \$1,000.00 - SDOC - History Fair in Tallahassee (A. Darsch - Teacher)

5/11/15 - \$2,310.60 - SDOC - Grosfillex stacking chairs - (M. Conners - Assistant Principal)

5/11/15 - \$227.04 - SDOC - Cecchetti Seminar Dance - (E. Moul - Teacher)

Remaining Balance : \$0.00

**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
Rasmussen, Jonathan	Principal
Conners, Mark	Assistant Principal
Bell, Tiffany	Instructional Coach
Long, Jeanette	Assistant Principal

#### Duties

#### **Describe how the LLT promotes literacy within the school**

Build a culture of literacy through modeling and building awareness of all types of literature to increase motivation. To add more interesting and motivating content literacy books to the content classroom, To be available to students for classroom use. To promote researched-based writing strategies throughout all content areas.

### 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**

Develop professional learning communities where teachers collaborate on common goals using student data to build common lessons and assessments, provide opportunities to celebrate teacher success, and ensure an "open-door" culture is promoted by every member of the leadership team.

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

Recruit highly qualified teachers with flexible certification in multiple areas due to the need of our small establishment.

Provide professional development opportunities for teachers to grow beyond their current certifications (i.e AP trainings, Gifted endorsement, Reading endorsement, etc).

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

The mentor helps the new teacher become familiar with the school and district resources, procedures and policies. New teachers will be paired with a mentor of a similar certifications and teaching assignment.

**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***

Ensure core instructional materials are state and district adopted and that are aligned to the Florida Standards. Curriculum guides are designed through district resource teachers with the platform of CPALMS, Florida Standards, and district created maps/guides. Teachers are trained on the new instructional materials and resources through the school Instructional Coaches and district professional development opportunities.

**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***

The school uses data from multiple sources (i.e. state assessments, STAR, summative and formative assessments, Reading Plus, IEPs, etc..) to determine academic weakness and opportunities for growth. Implementation of various programs such as, Academic Intervention and Homework Revival, generates student responsibility and content standards mastery across all subject areas.

***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: After School Program**

**Minutes added to school year: 1,920**

Instruction provided for students entering AP classes in the fall and cumulative review opportunities for all students who are accelerated into courses beyond their current grade level. Also, remediation for students needing to pass the EOC in Algebra and Geometry for graduation requirements. Students needing to increase credit requirements for graduation will be entered into Before/After School Tutoring.

**Strategy Rationale**

To ensure student success in the aforementioned programs.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Rasmussen, Jonathan, rasmussj@osceola.k12.fl.us

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

The data used during the Before/After school program will be the number of students passing the EOC tests that were administered. The grades received by those students preparing for the AP classes and the number of students receiving credits during the summer school hours and the amount of credits recovered.

**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**

All sixth grade students are encouraged to attend a summer enrichment camp offered at the school. This camp is designed to acclimate students to both school culture and procedures. This program also provides students the foundation of basic academic knowledge necessary to be successful in the aforementioned academic courses. Sixth grade students are also partnered with a junior or senior student to guide them through their first year transition.

All incoming ninth graders and parents are invited to student/parent orientation night.

**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**

OCSA has a full-time career counselor who works specifically with all students to prepare them for post-high school activities such as college, military careers and/or entering the workforce where their jobs concentrate on their art areas.

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

Due to the nature of our school culture, OCSA provides pre-professional training in all art areas for students at all performance levels. Academic and artistic area teachers form integrated teams to provide a well-rounded, rigorous tract for all student levels. All area teachers integrate academic skills within their art classes and by the same token, academic teachers integrate the arts in their lessons.

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

The Osceola County School for the Arts does not offer traditional career and technical education courses. As an art school we focus on integrating art career skills into academic and art courses.

***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***

Based on the High School Feedback Report the following has been implemented in order to increase; the number of students participating in the Advanced Placement courses; the number of students taking Algebra I prior to 9th grade; and the number of students performing a level 3 or better in Reading and Mathematics.

All students are required to take 4 years of core academics

All 9th, 10th, and High performing 11th graders will take the PSAT test in October

Provide College Intermediate Algebra Course

Provide SAT and ACT Prep courses

Implement Impact Labs for credit recovery for graduation

Offer Pert test and remediation courses for College Readiness

## 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.

746

##### 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:

.

#### 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.

Scores in Writing dropped from 2013 to 2014. Our SIP goal is to improve writing in all content areas.

### **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.

New Florida Standards, teacher knowledge of new standards and how the new standards would be assessed.

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## 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.** Increase rigor in all content and art area standards.

## 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. Increase rigor in all content and art area standards.** 1a

G069239

**Targets Supported** 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	80.0

**Resources Available to Support the Goal** 2

- Current course specific Florida adopted standards (CPALMS), district developed time lines and curriculum maps, Professional Learning Communities, College Board professional development opportunities.

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent implementation of rigorous instructional strategies and curriculum pacing prevent students from performing at their highest potential in regards to Florida adopted standards and the College Board Advanced Placement requirements.

**Plan to Monitor Progress Toward G1.** 8

Monitor the data that measures student performance and instructional practices needed to accomplish rigorous tasks.

**Person Responsible**

Jonathan Rasmussen

**Schedule**

Quarterly, from 10/13/2014 to 6/3/2015

**Evidence of Completion**

Reflective visit surveys, administrative feedback, student grades, district and standardized test results, and teacher/administrator data chats.

## 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.** Increase rigor in all content and art area standards. **1**

 **G069239**

**G1.B1** Inconsistent implementation of rigorous instructional strategies and curriculum pacing prevent students from performing at their highest potential in regards to Florida adopted standards and the College Board Advanced Placement requirements. **2**

 **B180131**

**G1.B1.S1** All teachers will focus on free-response, document based questioning, extended response, FSA writing, etc. **4**

 **S191401**

### Strategy Rationale

Data analysis of Advancement Placement Instructional Planning Report indicates significantly lower performance in FRQ compared to global averages.

### Action Step 1 **5**

Teachers will be provided appropriate professional development on instructional strategies (Kagan) specific to all content areas and to assist in the writing process in every classroom.

### Person Responsible

Tiffany Bell

### Schedule

Quarterly, from 8/17/2015 to 6/10/2016

### Evidence of Completion

Professional development course logs.

## Action Step 2 5

Teachers will implement learned instructional Kagan strategies with incorporated writing strategies in all classrooms.

### **Person Responsible**

Jonathan Rasmussen

### **Schedule**

Weekly, from 8/17/2015 to 6/10/2016

### ***Evidence of Completion***

Writing strategies will be evident in lesson plans and walk-throughs.

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

Administrators will monitor weekly lesson plans, PLC notes, and perform classroom visits to ensure inclusion of Kagan strategies and writing practice are in all subject areas.

### **Person Responsible**

Jonathan Rasmussen

### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

### ***Evidence of Completion***

Lesson plans, PLC notes, classroom visits

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

Monitoring classroom, district, and AP practice assessments for increased proficiency on performance based questioning.

### **Person Responsible**

Jonathan Rasmussen

### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016

### ***Evidence of Completion***

Classroom and district assessment results.

**G1.B1.S2** Professional Learning Communities will focus on individual data to determine areas of instructional opportunity to ensure appropriate pacing while meeting the standard complexity specified in the test item specifications. 4

 S191402**Strategy Rationale**

Data analysis shows inconsistent scoring in subject area core standards across classrooms.

**Action Step 1** 5

Teachers will have a one hour minimum weekly PLC contact time.

**Person Responsible**

Tiffany Bell

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

PLC agenda, notes, reflections, and leadership team attendance.

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

Leadership team will monitor PLC groups and leaders to assist in implementation of SMART goals.

**Person Responsible**

Tiffany Bell

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

PLC meeting notes, weekly attendance, reflections.

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

Leadership team will meet with PLC teams and leads to review data from classroom and district assessments.

**Person Responsible**

Jonathan Rasmussen

**Schedule**

Quarterly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Classroom and district assessments

**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	Teachers will be provided appropriate professional development on instructional strategies (Kagan) specific to all content areas and to assist in the writing process in every classroom.	Bell, Tiffany	8/17/2015	Professional development course logs.	6/10/2016 quarterly
G1.B1.S2.A1	Teachers will have a one hour minimum weekly PLC contact time.	Bell, Tiffany	8/17/2015	PLC agenda, notes, reflections, and leadership team attendance.	6/10/2016 weekly
G1.B1.S1.A2	Teachers will implement learned instructional Kagan strategies with incorporated writing strategies in all classrooms.	Rasmussen, Jonathan	8/17/2015	Writing strategies will be evident in lesson plans and walk-throughs.	6/10/2016 weekly
G1.MA1	Monitor the data that measures student performance and instructional practices needed to accomplish rigorous tasks.	Rasmussen, Jonathan	10/13/2014	Reflective visit surveys, administrative feedback, student grades, district and standardized test results, and teacher/administrator data chats.	6/3/2015 quarterly
G1.B1.S1.MA1	Monitoring classroom, district, and AP practice assessments for increased proficiency on performance based questioning.	Rasmussen, Jonathan	8/24/2015	Classroom and district assessment results.	6/10/2016 monthly
G1.B1.S1.MA1	Administrators will monitor weekly lesson plans, PLC notes, and perform classroom visits to ensure inclusion of Kagan strategies and writing practice are in all subject areas.	Rasmussen, Jonathan	8/24/2015	Lesson plans, PLC notes, classroom visits	6/10/2016 weekly
G1.B1.S2.MA1	Leadership team will meet with PLC teams and leads to review data from classroom and district assessments.	Rasmussen, Jonathan	8/17/2015	Classroom and district assessments	6/10/2016 quarterly
G1.B1.S2.MA1	Leadership team will monitor PLC groups and leaders to assist in implementation of SMART goals.	Bell, Tiffany	8/17/2015	PLC meeting notes, weekly attendance, reflections.	6/10/2016 weekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Teachers will be provided appropriate professional development on instructional strategies (Kagan) specific to all content areas and to assist in the writing process in every classroom.	\$0.00
2	G1.B1.S1.A2	Teachers will implement learned instructional Kagan strategies with incorporated writing strategies in all classrooms.	\$0.00
3	G1.B1.S2.A1	Teachers will have a one hour minimum weekly PLC contact time.	\$0.00
Total:			\$0.00