

Lake County Schools

Altoona School



2015-16 School Improvement Plan

Altoona School

42630 STATE ROAD 19, Altoona, FL 32702

<http://altoonaschool.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	72%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	13%

School Grades History

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

**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

N/A

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	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To achieve learning goals, the Altoona School is dedicated to providing elementary students with a solid academic foundation by incorporating a community-rich environment that stimulates and motivates. By integrating the classroom with the community, student will embrace learning to achieve their greatest potential in a complex, changing world.

Provide the school's vision statement

It is the vision of Altoona School to help students develop basic academic skills, to educate them to the greatest extent possible so that they become active learners, and to teach them to be responsible citizens. Altoona School will adhere to the Florida Standards.

School Environment

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

Altoona School is a community school. The students come from a relatively small area. The school is able to learn about the student's culture by making parental communication a priority. By learning about the parents and the child's home life, the school is able to build positive relationships between the students and the teachers.

Furthermore, the school has multiple community oriented events that receive a high attendance rate by the parents and students. These events include Open House, Fall Festival, Fish Fry, monthly PTO meetings, quarterly Charter Board meetings, and frequent parent-teacher conferences.

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

Altoona School's size lends it to be a place where students feel safe at all times on campus. Every staff member knows each student by name.

Additionally, the school's discipline system ensures that each student is in a safe and protective environment.

Teachers and staff are continually kept up to date with any changes regarding safety on campus. There is a single point of entry on campus and all visitors are checked in at the office.

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

Altoona School follows the Lake County School Board Code of Conduct.

On a classroom level, the teachers use a student integrated disciplinary scale that allows the student to know where they are on that scale. Students know that if they move up the scale (green, yellow, red), they have the ability to move back down (red, yellow, green) with improved behavior during the day.

Administration and all staff meet to assure that there is consistency throughout the classrooms and campus.

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

Altoona School has contracted services with Lake County School Board Student Services Department regarding social worker and school psychologist. Additionally, Altoona School works with local counseling providers to get those students in need of counseling the services they require.

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

Altoona runs regular attendance reports that show those students that are missing multiple days. The system allows for the number of days absent to be set. Therefore, the school can calculate the number of days that would be 90% or less for attendance and run the report accordingly. The principal tracks the number of suspensions. Teachers inform administration when a student is or is at risk of course failure in Language Arts or Math. When test results are published, the school uses the data to prepare the students or make appropriate adjustments.

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	3	4	5	
Attendance below 90 percent	6	9	13	15	12	11	66
One or more suspensions	0	0	0	1	0	1	2
Course failure in ELA or Math	5	3	2	8	1	2	21
Level 1 on statewide assessment	0	0	0	8	16	5	29

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	3	6	8	2	5	27

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

Identification of students using classroom or testing data. Students in need of interventions, either academically or behaviorally, are placed in RTI level 2. Parents of students that are consistently absent are contacted. If no contact can be made, the school uses the social worker to make contact.

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

Altoona School strives for the most parental involvement as possible. This is facilitated through flexible scheduling, parent contacts and the like.

The school invites local community members, such as the Altoona Kids and Altoona Bluegrass Jam Session to our events that may feature parent involvement.

There is an annual meeting and several other parental involvement targets.

Parents are involved with the RTI, IEP, 504 and MTSS process of their children, as defined by district protocols.

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

Altoona School, in some form or another, has been on its present campus since 1926. This has led to strong roots into the community. Many of the community members were at one time students on this campus.

Local businesses have an active interest in the achievement of the school. They provide resources such as supplies, demonstrations and aide during community events.

Parents are involved in the school. They realize that the performance of the school is vital to its continuing success and existence.

Altoona School is a school of choice. It is imperative that the school works with the community and parents in order to be a school which people want to bring their child.

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
Schmidt, Walter	Principal
Cerney, Dawn	Teacher, K-12
Thompson, Jami	Teacher, ESE
Keele, Katie	SAC Member

Duties

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

Principal is team leader. Team consists of classroom teachers and RTI/MTSS teacher. The team serve as instructional leaders by ensuring that the staff maintains the proper focus on the standards,

and any interventions that may be required per MTSS needs. Additionally, the team discusses assessments, scheduling and any other school needs that influence both the teacher and the student.

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 ensures that the personnel is sufficient in number and qualifications to meet the needs of the students. This includes adhering to state requirements for teachers and teachers' aides (para-professionals).

In the past, the school has received Title I funding. The school did not qualify for the 2015-2016 school year.

Testing, evaluation of that testing, analysis, observation, continual monitoring of student progress and FSA, EOC's, Star Reading and Math, and benchmark testing results are all used to monitor students for MTSS and SIP purposes. As needs are presented, this influences funding and staffing. Example: Our RTI needs increased, therefore we hired a full time RTI teacher to facilitate more thorough RTI implementation. This was an increase of both personnel and funding towards a MTSS and SIP need. Title X Homeless does not directly fund the school. However, we can refer people to the Homeless Liaison.

A Title I District Migrant Services advocate is available.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Beth Nelson	Business/Community
Connie Gibson	Business/Community
Cecil Garrett	Business/Community
Allison Hinton	Parent
Nancy Smith	Parent
Katie Keele	Parent
Dawn Cerney	Teacher
Walter Schmidt	Principal

Duties

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

Evaluation of last year's school improvement plan

The school's Charter Board was involved with the formation and implementation of the SIP.

Development of this school improvement plan

The SAC/Charter Board is involved with the development of the SIP by being the governing entity that oversees the school performance as presented by the school staff. At presentation of the school's performance data, the SAC/Charter Board actively gives input on what actions need to take place and what information needs to be included on the SIP.

Preparation of the school's annual budget and plan

The school's annual budget is approved by the Charter Board. The budget is adjusted to address the needs of the school and the student body. This budget is presented to the board. The board has questions and makes comments and approves or asks the budget to be adjusted.

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

The school had 2 primary improvement projects. One was based on academic need. The other on facility.:

Additional Aides - 36,000

Renovation of 90 year old schoolhouse - 40,000

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
Schmidt, Walter	Principal
Cerney, Dawn	Teacher, K-12
Thompson, Jami	Teacher, ESE
Smith, Jessica	Teacher, K-12
Royer, Mary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Strengthening vocabulary as a school and special attention on phonemic awareness for grades K-2.

Public and Collaborative Teaching

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

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

Teachers on each grade level share common planning periods. Teachers meet to discuss teaching strategies. Grade level meetings occur at a minimum of every 2 weeks. However, the true frequency of the meetings is much higher.

Positive relationships between teachers leads to a greater amount of student success as it tends towards higher rates of collaboration. Therefore, one of the factors influencing teacher assignments is the ability of the teachers to work with each other.

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

Administration, under the supervision of the charter board, recruits highly qualified, certified-in-field, effective teachers by offering competitive salaries, small school environment, professional atmosphere, raises and bonuses, and professional development opportunities.

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

Teachers with less experience are matched with teachers of more experience. In many cases, the teachers with less classroom experience are more familiar with newer educational practices as they are right out of school.

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 school aligns its core instructional programs by following the Florida Standards. Lake County Schools generously shares its curriculum blueprints with Altoona School. In the past, the district has sent out a curriculum review team, which made observations and suggestions.

Altoona School also continuously self checks to make sure that the curriculum being taught matches the information and rigor required by the Florida Standards.

Instructional Strategies

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

Altoona School uses data collected to determine specific areas of need for individual students and grade levels as a whole. An example of such data influencing instruction can be seen in our 4th grade group from 2014-2015. Data suggested that they lacked basic math facts efficiency. They were unable to quickly multiply, divide, subtract and add numbers. This led to an increase in time spent on the math problems on the state testing. The data collected in the 2014-2015 testing showed this deficiency. The teachers began math drills at the beginning of the year and spiraled their instruction. This information is also used for MTSS purposes, ESE and 504. In MTSS, this info gives us info to track student progress and whether it is necessary to move students along the tiers of RTI.

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:

The school has implemented and will implement when deemed necessary an after school tutoring program open to students.

Strategy Rationale

Increase of instructional time to those students participating.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Schmidt, Walter, schmidtw@altoonaschool.org

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

Pre and post tests.

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

Kindergarten Round-Up every April opens the school to prospective parents and students. K-Day the week before school starts allows the students to become acclimated to their classroom and the daily protocols.

Significant parental communication.

Open House in October.

Grade levels meet with those grades below and above to communicate needs or concerns.

Outgoing fifth grade students participate in the middle school visitation programs. Additionally, the middle school sends counselors to speak to the students in regard to 6th grade preparation.

Articulation meetings for students with disabilities.

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

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

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

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

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.** Keep instances of bullying to a minimum.

- G2.** Improve the percentage of students scoring in the top quartile from 19% to 25 %

- G3.** Strategic Goal: Decrease % of students in the lowest 25% from 23% to 15% in Math.

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. Keep instances of bullying to a minimum. 1a

G071216

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	5.0

Resources Available to Support the Goal 2

- Anti-bullying lesson plans.
- Participation in Anti-Bullying day.

Targeted Barriers to Achieving the Goal 3

- Students not familiar with what constitutes bullying.

Plan to Monitor Progress Toward G1. 8

Referrals or lack there of will show progress.

Person Responsible

Walter Schmidt

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

If there is little or no evidence of bullying, effectiveness is indicated.

G2. Improve the percentage of students scoring in the top quartile from 19% to 25 % 1a

G071217

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	6.0

Resources Available to Support the Goal 2

- Data from testing showing areas of weakness.
- Appropriate assessments to show effectiveness of instruction.

Targeted Barriers to Achieving the Goal 3

- Traditionally, student growth is focused on the lower quartile of students. Instruction can become targeted to this lower quartile while not taking into account the possible need for growth among the upper quartile students.

Plan to Monitor Progress Toward G2. 8

Data collected will include assessment results and teacher meeting info.

Person Responsible

Walter Schmidt

Schedule

Quarterly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Teacher info collected.

G3. Strategic Goal: Decrease % of students in the lowest 25% from 23% to 15% in Math. 1a

G071218

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	15.0

Resources Available to Support the Goal 2

- Increase in teacher aide time.
- Full time RTI teacher.
- Increase in data driven assessment.
- ESE teacher

Targeted Barriers to Achieving the Goal 3

- Adapting to new curriculum.

Plan to Monitor Progress Toward G3. 8

Assessment systems that are scientifically based and data driven. Growth measurements will be used to address each result.

Person Responsible

Walter Schmidt

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Final assessment info indicating growth.

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. Keep instances of bullying to a minimum. **1**

 G071216

G1.B1 Students not familiar with what constitutes bullying. **2**

 B185780

G1.B1.S1 Students will receive anti-bullying lessons in the classroom to teach them what constitutes bullying and what steps take to avoid bullying. **4**

 S197203

Strategy Rationale

Students need to be taught what bullying is. In many cases, students are unaware that their actions bully other students.

Action Step 1 **5**

Teacher's are given anti-bullying literature and lessons.

Person Responsible

Dawn Cerney

Schedule

Daily, from 9/1/2015 to 6/8/2016

Evidence of Completion

Cerney will have list of teachers given anti-bullying information.

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

Teachers will report instances of bullying.

Person Responsible

Walter Schmidt

Schedule

Daily, from 9/1/2015 to 6/8/2016

Evidence of Completion

Principal will have documentation of instances of bullying.

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

the number of bullying instances will indicate effectiveness.

Person Responsible

Walter Schmidt

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Referrals for bullying.

G2. Improve the percentage of students scoring in the top quartile from 19% to 25 % 1

G071217

G2.B1 Traditionally, student growth is focused on the lower quartile of students. Instruction can become targeted to this lower quartile while not taking into account the possible need for growth among the upper quartile students. 2

B185781

G2.B1.S1 Teachers meet to cross check assessments with the new standards. 4

S197204

Strategy Rationale

Teachers will learn new standards and apply to classroom assessments.

Action Step 1 5

Teachers will meet to cross check lessons with changes in curriculum.

Person Responsible

Walter Schmidt

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Meeting sign in sheets.

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

Principal and staff will monitor progress.

Person Responsible

Walter Schmidt

Schedule

Quarterly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Meeting sign in sheets.

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

Data collected will be the results of the assessments. This will be checked vs. the curriculum.

Person Responsible

Walter Schmidt

Schedule

Quarterly, from 11/5/2014 to 5/27/2015

Evidence of Completion

Assessment collection.


G3. Strategic Goal: Decrease % of students in the lowest 25% from 23% to 15% in Math. 1

 G071218

G3.B1 Adapting to new curriculum. 2

 B185783

G3.B1.S1 Use district supplied curriculum blueprints as a resource. 4

 S197207

Strategy Rationale

The blueprints have the scope and sequence of the material.

Action Step 1 5

Teachers meet to go over blueprints, with the goal of finding the best way to implement the new material based upon their own information and that provided in the blueprints. These implementations and plans are differentiated based upon need.

Person Responsible

Walter Schmidt

Schedule

Biweekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Teacher notes and lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Observation of teacher meetings.

Person Responsible

Walter Schmidt

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Notes from teacher meetings.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring tests (aka benchmark tests) will be given during the school year.

Person Responsible

Walter Schmidt

Schedule

Quarterly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Scores, and data extrapolated.

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	Teacher's are given anti-bullying literature and lessons.	Cerney, Dawn	9/1/2015	Cerney will have list of teachers given anti-bullying information.	6/8/2016 daily
G2.B1.S1.A1	Teachers will meet to cross check lessons with changes in curriculum.	Schmidt, Walter	8/24/2015	Meeting sign in sheets.	5/27/2016 quarterly
G3.B1.S1.A1	Teachers meet to go over blueprints, with the goal of finding the best way to implement the new material based upon their own information and that provided in the blueprints. These implementations and plans are differentiated based upon need.	Schmidt, Walter	9/3/2014	Teacher notes and lesson plans.	5/27/2015 biweekly
G1.MA1	Referrals or lack there of will show progress.	Schmidt, Walter	9/1/2015	If there is little or no evidence of bullying, effectiveness is indicated.	6/8/2016 monthly
G1.B1.S1.MA1	the number of bullying instances will indicate effectiveness.	Schmidt, Walter	9/1/2015	Referrals for bullying.	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Teachers will report instances of bullying.	Schmidt, Walter	9/1/2015	Principal will have documentation of instances of bullying.	6/8/2016 daily
G2.MA1	Data collected will include assessment results and teacher meeting info.	Schmidt, Walter	9/24/2014	Teacher info collected.	5/27/2015 quarterly
G2.B1.S1.MA1	Data collected will be the results of the assessments. This will be checked vs. the curriculum.	Schmidt, Walter	11/5/2014	Assessment collection.	5/27/2015 quarterly
G2.B1.S1.MA1	Principal and staff will monitor progress.	Schmidt, Walter	9/3/2014	Meeting sign in sheets.	5/27/2015 quarterly
G3.MA1	Assessment systems that are scientifically based and data driven. Growth measurements will be used to address each result.	Schmidt, Walter	9/3/2014	Final assessment info indicating growth.	5/27/2015 quarterly
G3.B1.S1.MA1	Monitoring tests (aka benchmark tests) will be given during the school year.	Schmidt, Walter	9/24/2014	Scores, and data extrapolated.	5/27/2015 quarterly
G3.B1.S1.MA1	Observation of teacher meetings.	Schmidt, Walter	9/3/2014	Notes from teacher meetings.	5/27/2015 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.

Technical Assistance Items

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

G2. Improve the percentage of students scoring in the top quartile from 19% to 25 %

G2.B1 Traditionally, student growth is focused on the lower quartile of students. Instruction can become targeted to this lower quartile while not taking into account the possible need for growth among the upper quartile students.

G2.B1.S1 Teachers meet to cross check assessments with the new standards.

PD Opportunity 1

Teachers will meet to cross check lessons with changes in curriculum.

Facilitator

Schmidt

Participants

All teachers

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Teacher's are given anti-bullying literature and lessons.	\$0.00
2	G2.B1.S1.A1	Teachers will meet to cross check lessons with changes in curriculum.	\$0.00
3	G3.B1.S1.A1	Teachers meet to go over blueprints, with the goal of finding the best way to implement the new material based upon their own information and that provided in the blueprints. These implementations and plans are differentiated based upon need.	\$0.00
Total:			\$0.00