

Collier County Public Schools

Mason Classical Academy



2015-16 School Improvement Plan

Mason Classical Academy

7935 AIRPORT PULLING RD, #4-300, Naples, FL 34109

<http://masonclassicalacademy.org/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	9%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	25%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Collier County School Board on 12/8/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Mason Classical Academy is to develop within its students the intellectual and personal habits, values, and skills upon which responsible, independent, and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen in government. Through its rigorous curriculum with a strong emphasis in civics, Mason Classical Academy provides a traditional education with a constant view towards developing exceptional American citizens.

Provide the school's vision statement

MCA's vision is that all students benefit from the highest standards of academic integrity and from a rigorous, content-rich, educational program that develops their intellectual capacity, personal character, and leadership skills. The school provides an environment that fosters academic excellence through the habit of discipline and thoroughness, the willingness to work, and the perseverance to complete difficult tasks. Through a defined traditional, classical curriculum, students will be prepared to become active and responsible leaders and members of their community.

School Environment

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

Each student will be evaluated by staff to determine if a cultural impact assessment is necessary.

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

Each student will be taught that they are special and that bullying is not tolerated. Emphasis on virtues embedded in reading and history lessons.

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

Students have a limited number of chances to misbehave before they are sent to the principal's office.

Students that visit the Principal for discipline problems have an escalating series of consequences that culminate in the parent visiting the school to observe the student's classroom behavior. Chronic offenders meet with the Guidance Counselor and our Assistant Principal (Mr. Whitehead) as needed.

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

Students will meet with the school counselor on a one-on-one basis when necessary. The counselor will also meet with classes to discuss topics like bullying, friendships, and the eight pillars of MCA.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	2	3	4	5	6	
Attendance below 90 percent	5	3	3	0	6	5	22
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	1	1	3	6
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Depending on each individual student needs, the following strategies are available for intervention:
- i. Instructional Match. Teachers will ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning.
 - iii. Step-by-Step Strategies. For complex, conceptually difficult, or multi-step academic operations, teachers will break these operations down into simple steps. Teach students to use the steps. When students are just acquiring a skill, teachers may want to create a poster or handout for students to refer to that lists the main steps of strategies that they are to use.
 - iv. Modeling & Demonstration. Teachers model and demonstrate explicit strategies to students for learning academic material or completing assignments. Teachers will have them use these strategies under supervision until they are sure that students understand and can correctly use them.
 - v. Performance Feedback. Teachers make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly!
 - vi. Opportunities to Drill & Practice to Strengthen Fragile Skills. As students become more proficient in their new skills and can work independently, give them lots of opportunities to drill and practice to strengthen the skills. Whenever possible, teachers make student practice sessions interesting by using game-like activities; coming up with real-world, applied assignments; or incorporating themes or topics that the student finds interesting.
 - viii. Periodic Review. Once students have mastered a particular academic skill, the teacher will quickly move them on to a more advanced learning objective. However, the teacher will make sure

that students retain previously mastered academic skills by periodically having them review that material.

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

MCA uses it's website, Facebook page and Email system to increase parents involvement with the school. Regular communications with the parents help keep them aware of their child's progress.

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

- i. MCA uses a 1,900 member Facebook page to interact with parents and the community. Question and answer sessions allow parents to interact with school officials in real time.
- ii. MCA takes part in the Naples City Police Do the Right Thing Program.

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
Hull, David	Principal
Smith, Eliane	Guidance Counselor
Whitehead, Joe	Assistant Principal
Smith, Gena	Paraprofessional

Duties

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

- i. David Hull – Role is team leader. Mr. Hull serves as an instructional leader and ensures a traditional, classical school culture is maintained. Mr. Hull practices shared decision making by hosting an evaluation meeting to discuss school problems.
- ii. Gena Smith – Curriculum Assistant
- iii. Eliane Smith - Grant Writer
- iv. Joe Whitehead - Behavior Specialist

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

- i. The SLT process reviews the available resources and creates a recommendation to the principal on how to best allocate it to meet the needs of all students while maximizing the desired outcomes.
- ii. We are working to identify federal, state and local funds and any conditions we must meet to receive such funds. Our next step will be to evaluate the tradeoff of these conditions to the benefit of receiving the funds.
- iii. The Following persons are responsible:
 - a. Sandra Van Vlyman
 - b. Eliane Smith
- iv. The meetings are held once a month.
- v. A spreadsheet is used to maintain an inventory of resources

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kelly Lichter	Parent
Byron Donalds	Parent
Jason Lane	Parent
Laura Miller	Parent
Matt Mathias	Parent

Duties

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

Evaluation of last year's school improvement plan

Once the School Improvement Plan was approved, it has been reviewed by SAC members on an ongoing basis. School data is available to each SAC member.

Development of this school improvement plan

Vote to approve this plan.

Preparation of the school's annual budget and plan

Vote to approve the budget and plan.

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

We did not have school improvement funds last year.

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
Smith, Gena	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

The LLT will provide resources to teachers to support content-area reading, vocabulary development and comprehension.

Gena Smith will coordinate Phonics remediation. Students will be pulled during non-essential instruction time.

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

Each grade will have experienced and non-experienced teachers. The MCA strategy is to utilize the wealth of knowledge in our experienced teachers to mentor less experienced teachers.

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

MCA works with several local colleges to recruit teachers. Notably Ave Maria University has provided many of our teachers. MCA plans to recruit the best and brightest by offering teachers a friendly working environment that minimizes their non academic ancillary duties.

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

Experienced teachers will be assigned to each grade level to assist less experienced teachers in such areas as Classroom management, grade book development, lesson plan development, etc.

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

MCA follows the guidelines and curriculum guidance of Hillsdale College. Hillsdale has an entire team dedicated to ensuring that partner schools are aligned to their state 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

Math probes are used to assess multiplication facts status in grades 4-6. Those who are not proficient at 3 seconds per fact participate in a remediation program.
DIBELS is used to assess and monitor progress for reading fluency and comprehension.

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: 1,200

Math fact practice after school once per week for an hour after school.

Strategy Rationale

Playing this math game will increase proficiency in all math facts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hull, David, dhull@masonacademy.com

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

Monthly math probes are given to students school wide.

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

Full immersion into the classroom setting. Remediation as needed.

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

MCA is currently a K through 10 grade school.

The strategies the school employs to support incoming and outgoing students in transition from one school level to another include the following:

- New Student Orientation
- Entrance Interview
- Scheduling Conference

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

MCA is a K-10 school this year. We will add these programs next year.

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

MCA is a K-10 school this year. We will add these programs next year.

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

Once we have a high school class that has been analyzed, we can complete this section.

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.

N/A

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.

N/A

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.** By the end of the 3rd operational year, student Science performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian.

- G2.** By the end of the 3rd operational year, student ELA performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian.

- G3.** By the end of the 3rd operational year, student Mathematics performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian.

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. By the end of the 3rd operational year, student Science performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian. 1a

G071273

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Paper and pencil.

Targeted Barriers to Achieving the Goal 3

- Students in the middle school and high school came from a wide-range of past learning environments, including home school.

Plan to Monitor Progress Toward G1. 8

Benchmark tests.

Person Responsible

Gena Smith

Schedule

Monthly, from 8/28/2015 to 5/20/2016

Evidence of Completion

Student progress reports and benchmark test results.

G2. By the end of the 3rd operational year, student ELA performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian. 1a

G071274

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Classic Novels. Riggs benchmark tests.

Targeted Barriers to Achieving the Goal 3

- Students entering MCA have not had explicit phonics and are well below grade level.

Plan to Monitor Progress Toward G2. 8

Besides benchmark tests, teachers will be instrumental in communicating with the ESE specialist about student progress.

Person Responsible

Gena Smith

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student progress reports, benchmark test results, and a log of the frequency that students are pulled out of non core classes for phonics instruction.

G3. By the end of the 3rd operational year, student Mathematics performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian. 1a

G071275

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Times Table Worksheets

Targeted Barriers to Achieving the Goal 3

- Incoming students are often multiple grade levels below proficiency.

Plan to Monitor Progress Toward G3. 8

This has a one time data collection. At the end of the program, MCA will time the students with their multiplication facts.

Person Responsible

David Hull

Schedule

Monthly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Times table worksheets will be collected.

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. By the end of the 3rd operational year, student Science performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian. **1**

 G071273

G1.B1 Students in the middle school and high school came from a wide-range of past learning environments, including home school. **2**

 B185918

G1.B1.S1 Establish a common school wide culture. **4**

 S197336

Strategy Rationale

Classical curriculum, traditional teaching methods, school uniforms, and explicit virtue instruction will encourage students to form common bonds.

Action Step 1 **5**

Explain the rules of the school to students on a consistent basis and enforce them.

Person Responsible

David Hull

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Speeches from assemblies.

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

Parent survey.

Person Responsible

David Hull

Schedule

On 12/18/2015

Evidence of Completion

Survey team will analyze results and make recommendations on how to improve the system.

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

Parent survey results will be reviewed for key indicators of noncompliance.

Person Responsible

David Hull

Schedule

On 1/4/2016

Evidence of Completion

Bar graphs will be used to analyze the online survey.

G2. By the end of the 3rd operational year, student ELA performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian. 1

G071274

G2.B1 Students entering MCA have not had explicit phonics and are well below grade level. 2

B185919

G2.B1.S1 Pull students out of non-core classes for explicit phonics remediation. 4

S197337

Strategy Rationale

Riggs is a proven method for helping students read.

Action Step 1 5

The ESE specialist or paraprofessional will pull student out of non core classes for Riggs explicit phonics instruction.

Person Responsible

Sandra VanVlymen

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Students would have already taken their Dibels benchmark tests, so the ESE specialist would have them take another benchmark to see how they progressed.

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

The Principal will ensure that his staff is properly implementing the strategy.

Person Responsible

David Hull

Schedule

On 5/27/2016

Evidence of Completion

A binder will be created to monitor each individual child that will be pulled out of class for the phonics instruction.

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

The Governing Board will ensure that the Principal is properly executing the plan.

Person Responsible

David Hull

Schedule

On 5/27/2016

Evidence of Completion

The Principal will share with the board the progress of students and what percentage are at or above grade level.

G3. By the end of the 3rd operational year, student Mathematics performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian. 1

 G071275

G3.B1 Incoming students are often multiple grade levels below proficiency. 2

 B185920

G3.B1.S1 Conduct a program for incoming students to remediate. 4

 S197338

Strategy Rationale

This would enable them to understand other math topics..

Action Step 1 5

Remedial math program

Person Responsible

David Hull

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Students would be drilled in math facts.

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

MCA will provide the remediation program.

Person Responsible

David Hull

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Principal Hull will be in charge of seeing this possible strategy through.

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

The Board will be presented with the success rates at the end of the school year.

Person Responsible

David Hull

Schedule

On 5/27/2016

Evidence of Completion

Math facts status of each student.

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	Explain the rules of the school to students on a consistent basis and enforce them.	Hull, David	8/17/2015	Speeches from assemblies.	5/26/2016 monthly
G2.B1.S1.A1	The ESE specialist or paraprofessional will pull student out of non core classes for Riggs explicit phonics instruction.	VanVlymen, Sandra	8/17/2015	Students would have already taken their Dibels benchmark tests, so the ESE specialist would have them take another benchmark to see how they progressed.	5/27/2016 weekly
G3.B1.S1.A1	Remedial math program	Hull, David	8/17/2015	Students would be drilled in math facts.	5/27/2016 weekly
G1.MA1	Benchmark tests.	Smith, Gena	8/28/2015	Student progress reports and benchmark test results.	5/20/2016 monthly
G1.B1.S1.MA1	Parent survey results will be reviewed for key indicators of noncompliance.	Hull, David	12/18/2015	Bar graphs will be used to analyze the online survey.	1/4/2016 one-time
G1.B1.S1.MA1	Parent survey.	Hull, David	12/18/2015	Survey team will analyze results and make recommendations on how to improve the system.	12/18/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Besides benchmark tests, teachers will be instrumental in communicating with the ESE specialist about student progress.	Smith, Gena	8/17/2015	Student progress reports, benchmark test results, and a log of the frequency that students are pulled out of non core classes for phonics instruction.	5/27/2016 monthly
G2.B1.S1.MA1	The Governing Board will ensure that the Principal is properly executing the plan.	Hull, David	8/17/2015	The Principal will share with the board the progress of students and what percentage are at or above grade level.	5/27/2016 one-time
G2.B1.S1.MA1	The Principal will ensure that his staff is properly implementing the strategy.	Hull, David	8/17/2015	A binder will be created to monitor each individual child that will be pulled out of class for the phonics instruction.	5/27/2016 one-time
G3.MA1	This has a one time data collection. At the end of the program, MCA will time the students with their multiplication facts.	Hull, David	8/17/2015	Times table worksheets will be collected.	5/20/2016 monthly
G3.B1.S1.MA1	The Board will be presented with the success rates at the end of the school year.	Hull, David	8/17/2015	Math facts status of each student.	5/27/2016 one-time
G3.B1.S1.MA1	MCA will provide the remediation program.	Hull, David	8/17/2015	Principal Hull will be in charge of seeing this possible strategy through.	5/27/2016 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.

Technical Assistance Items

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

G3. By the end of the 3rd operational year, student Mathematics performance will be at a minimum equal to the District's performance in each of the measured demographically similar populations, which are Male, Female, ESE, Gifted, Free or Reduced, LEP, White, Black, Hispanic, Asian, Multi and Indian.

G3.B1 Incoming students are often multiple grade levels below proficiency.

G3.B1.S1 Conduct a program for incoming students to remediate.

PD Opportunity 1

Remedial math program

Facilitator

Parent volunteers could help

Participants

Students who need help

Schedule

Weekly, from 8/17/2015 to 5/27/2016