Sarasota Suncoast Academy

2015-16 School Improvement Plan

Sarasota Suncoast Academy

8084 HAWKINS RD, Sarasota, FL 34241

www.sarasotacountyschools.net/suncoast

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	30%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	19%

School Grades History

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

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Sarasota 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.

Table of Contents

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	4	Jim Browder

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 Sarasota Suncoast Academy is to integrate excellence in education, highly motivated and qualified teachers, deeply concerned and involved parents and a supportive community to provide students a superior learning opportunity. We will develop and reinforce a strong value system and a healthy work ethic that affords children the tools needed to succeed and contribute in the 21st century.

Provide the school's vision statement

Sarasota Suncoast Academy believes that all children are entitled to reach their fullest academic and social potential in a positive, respectful environment. The school community is dedicated to developing an interactive, social school environment that encourages growth and success in becoming a viable leader of their present and future community through the use of the Responsive Classroom approach.

School Environment

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

Each teacher does a home visit at the house of their students before the school year begins. During the first six weeks of school, community is built within the classroom through the Responsive Classroom approach to teaching. Throughout the year, the teachers and students continue to build relationships through a daily classroom morning meeting, a weekly grade-level morning meeting, and a monthly school-wide morning meeting. At these meetings, all school members are participating in greeting and sharing.

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

All staff members are trained in the Responsive Classroom approach to teaching students. This social curriculum involves helping all school community members to feel safe and respected, where they can be heard. Teachers attend this training for two years and have subsequent training in future years. SSA has a before care and after care that have employees that are also trained in this approach. It is important that students feel the school belongs to them and a place where they are part of the community. SSA goes above and beyond to stress this community in its environment.

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

We believe all children can be kind, respectful, caring citizens who are accountable and responsible for their actions inside an academic learning environment. Children learn and practice social skills (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) when:
• There is a safe, challenging, joyful learning environment
• Students feel respected, successful and share a sense of belonging
• All staff and families teach, model, and reinforce expected behaviors.

These beliefs are the foundation for the Sarasota Suncoast Academy discipline plan.

At Sarasota Suncoast Academy, all staff will use the following strategies or interventions to help children develop self-control.

PROACTIVE STRATEGY: CREATING, MODELING AND PRACTICING THE RULES (PROACTIVE DISCIPLINE)

Staff and students collaborate to develop our classroom and school rules. The rules help us take care of ourselves, each other and the school environment. Throughout the day, we model, practice and reinforce our rules. Teachers use encouraging and empowering language to guide students through daily usage of the rules and procedures.

INTERVENTION 1: REMINDING AND REDIRECTING

Reminders and verbal redirections are the primary means of guiding students. We recognize that sometimes children will not follow the rules. When a rule is broken, staff will speak directly and respectfully to the student about the behavior. Some students may need more than one reminder, but it's generally more effective to limit the number of reminders.

INTERVENTION 2: LOGICAL CONSEQUENCES

Logical consequences are ways to help fix problems that result from children's words and actions when they break or forget rules. They are used when it takes more than a simple cue to stop a behavior or fix a problem. Logical consequences help children regain self-control, reflect on their mistakes, and make amends for them. Logical consequences should be respectful of the child, relevant to the situation, and reasonable for the teacher.

Logical consequences that we use include:

• "You break it you fix it" - children are expected to fix it if they break something or make a mess, whether intentional or not.

• Loss of Privilege is the temporary removal of a privilege to help a child understand the connection between privileges and responsibilities.

• "Take a Break" in the classroom is a brief time away from the class activity to allow a student to gain self-control. Students generally return to activity when they feel ready.

Logical consequences are not seen as punishments, but as additional forms of redirection. Afterward, the teacher checks in with the student to make sure he/she understands the reason for the logical consequence.

INTERVENTION 3: "TAKE A BREAK" IN A BUDDY TEACHER'S ROOM

If misbehavior continues during or right after a "break," the student will "take a break" in a nearby classroom. Students will be escorted (visual or accompanied) to and from a nearby classroom. Once the student is back in his/her classroom and resettled, the teacher and student will talk together about what caused the problem and how it can be prevented in the future.

INTERVENTION 4: ACCESSING ADDITIONAL INTERVENTION

A referral will be completed when it has reached this point and sent with the student. It will be signed by the teacher, administrator and sent home to be signed by a parent/guardian.

If a student is disruptive in the buddy teacher's room or continues to be disruptive upon returning, the office will be called. An adult will come to the classroom for assistance, with the goal of getting the student back on track in the classroom as soon as possible. This may involve escorting the student to the office. The purpose of the removal is to help the student regain self-control, problem-solve, plan and rehearse how to re-enter the class and deal with similar situations in the future. This is generally done by having the student fill out a THINK SHEET. Once the student is back in his/her classroom and resettled, the teacher and student will talk together about what caused the problem and how it can be prevented in the future. It may be appropriate to skip earlier interventions and go directly to Intervention 4 for a serious or unsafe behavior issue.

INTERVENTION 5: BEHAVIOR CONTRACT

These interventions to self-control may not be enough for some children to be successful. In such cases, behavior contracts will be developed and implemented with the help of families, teachers, specialists, and community agencies when needed. Behavior contracts will identify specific strategies and interventions to help the child develop self-control. These plans will be reviewed on an individual basis.

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

Community is built in the classroom during the first six weeks of school. Upper grade level students are mentors and "buddies" to lower grade level students. Employees and outside professionals work with students that have additional social-emotional needs. Students are able to meet with administration at any time when there are additional needs.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

N/A

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

100% of students' families perform 20 hours of volunteer time or more. Family members have a variety of opportunities to be involved through the classroom, lunchroom, after school activities, as

well as several celebrations throughout the year to include C.A.R.E.S., morning meetings, Fall Festival, Pajama Bingo, Spirit Nights, student achievements and a large variety of other activities that foster community. Parents are encouraged to become part of the PT4SO by attending meetings, assisting with the Sunshine Committee, being involved in school activities and assisting with fund raisers. As for the staff members, administration and teachers are actively involved with arrival and dismissal through opening car doors, escorting students, and maintaining a respectful and caring atmosphere. Every child is greeted by name throughout the day by administrators, teachers, and peers.

Parents are notified a minimum of eight times a year of their child's progress through quarterly progress reports and report cards which also include a C.A.R.E.S. report based on the social skills that are being taught on a daily basis. Parents and students have constant access to online grades through Crosspointe. Students who are served through ESE services receive one or more reports each year to identify if goals are being met. Teachers hold conferences on an as needed basis with parents before and after school. The school's website displays important dates, the school's mission and vision, information about Responsive Classroom as well as links to individual teachers' class websites.

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

Every classroom, which includes specials areas, has a classroom sponsor . Parents and local businesses are encouraged to become classroom sponsors which provide funds for teachers to purchase classroom items that will enhance the learning experience. Suncoast Academy partners with local restaurants to provide Spirit Nights which provides funds for classroom field trips and supplies which further enhance the learning experience. Several restaurants and local businesses provide incentives for students who make gains in reading through our school wide reading incentive 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
Crump, Steve	Principal

Duties

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

Teacher is responsible for gathering data and bringing data on student to the meeting and for implementing the recommendations of the team.
Grade level teachers are responsible for brainstorming ideas and giving feedback to the teacher where the student's homeroom is located.
Principal is responsible for giving resources, insight, and feedback on what is educationally relevant and appropriate.
Instructional data personnel give appropriate data from computer programs, tests, etc. to be considered.

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

The board of directors determines the budget from the considerations given to them by the leadership team. All federal, state and local dollars are earmarked for the different programs below including the Digital Classroom Plan for Suncoast Academy. IReady, LEARN, teacher observations and formal assessments, FSA data, Stanford 10 data, writing prompts, progress monitoring information, budget considerations, A+ money

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mitchell Burks	Business/Community
Chap Percival	Teacher
Brian Miller	Business/Community
Greg Griner	Education Support Employee

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

Advisory

Development of this school improvement plan

Advisory

Preparation of the school's annual budget and plan

SSA board of directors set and monitor the budget.

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

Staff Development $10,000
ESE and ESOL services $30,000
Intervention Services contract $1000

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
Crump, Steve	Principal

Duties

Describe how the LLT promotes literacy within the school

Suncoast provides quality instruction in literacy across all grade levels. Florida Standards instruction is used in K - 5th grade. The Reading Counts program is active among all classrooms 1st - 5th grade and on an as needed basis in Kindergarten. At home reading is required for a mininium of four nights a week. Teachers monitor this through reading logs, journals, Reading Counts tests, oral questioning, sentence summaries or computer based reading assessments. Administration visits curriculum to decide on appropriate expenditures. Suncoast has also provided professional development to teachers based on depth of knowledge required through the standards, activities that promote deeper understanding, and questions that encourage and teach critical thinking skills.

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

Being a Responsive Classroom school, Suncoast teachers model CARES with their peers. Administration encourages teachers to work together to solve education issues as well as those that may affect the education at Suncoast including differing teaching styles, personalities, or opinions. Teachers are expected to offer peer feedback of ideas in a respectful but assertive manner. At times when there are differing opinions, teachers have the right to agree to disagree and still remain professional. Administration provides time during school hours in excess of planning time to meet as a team to discuss student learning issues, alternative ideas for struggling or rapidly advancing students, student behavior issues, or for brainstorming best practices for teaching.

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

We recruit only certified teachers. We retain our teachers through competitive pay, competitive benefits, retirement program, competitive technology in classrooms, allow teachers to be professionals without being micromanaged, group interview committee, and are highly selective on interviewees. Responsible: Steven Crump, Principal, Interview committee comprised of teachers and staff.

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

The mentor and mentee meet weekly with each other to discuss school culture, procedures, routines, student progress monitoring, curriculum and instructional strategies. Our mentees are paired with a trained SCIP mentor who is teaching a similar grade level.

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

Each teacher is given a copy of the Florida standards as well as professional development in the understanding of the standards and where to locate information to assist in teaching the standards. All textbooks and other supplemental materials purchased are based on the Florida standards. Teachers keep detailed lesson plans and/or checklists based on the standards to ensure all

standards are taught which are collected by administration. The principal is often in classrooms through announced and spontaneous visits looking for the teaching of the standards. Throughout the year, formative and summative assessments are used as well as all state and district mandated assessments.

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

Suncoast uses the results of several assessments to determine individual student needs and create differentiated instruction based on the results of these assessments. Formative assessments include LEARN, IReady, SRI, Reading Counts tests, Moby Max, and other paper or computer based assessments. Students who are not attaining the proficient level are placed into Teir II or Teir III learning groups and given extra teacher assistance through the use of modified paper and computer based instruction. Additionally, these students are brought before the grade level MTSS monthly meetings to brainstorm and discuss strategies for academic improvement.

For example, after being assessed, students are place in small learning groups. During this time, students who are not meeting proficiency are given direct teaching which may include multiple readings of a passage, guiding questions to determine critical thinking, reading of shorter passages, teaching of vocabulary before reading, anchor charts available for review, use of hands - on materials to deepen understanding, use of additional computer based instruction, peer or volunteer tutoring as well as several other researched based strategies.

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: 5,400

School district decided to add additional times.

Strategy Rationale

Additional time allows for teachers to collaborate and give extra instructional time for students in class.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Crump, Steve, steve.crump@sarasotacountyschools.net

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

Use IReady and SRI to determine effectiveness

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

N/A

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

N/A

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

N/A

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

N/A

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:

.

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. During the 2015 - 2016 school year, there will be a minimum of a two percent increase in reading proficiency for all students.

G2. During the 2015 - 2016 school year, there will be a minimum of a two percent increase in math proficiency for all students.

G3. During the 2015-2016 school year, there will be a minimum of 95% of students' parents that complete 20 or more volunteer time at SSA

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. During the 2015 - 2016 school year, there will be a minimum of a two percent increase in reading proficiency for all students. `1a`

🔑 G072418

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal `2`

- Reading Wonders; i-Ready, CPALMS, Moby Max

Targeted Barriers to Achieving the Goal `3`

- Scheduling differentiated instruction based on student needs

Plan to Monitor Progress Toward G1. `8`

iReady Assessments, SRI, MTSS planning sessions

Person Responsible

Steve Crump

Schedule

On 5/27/2016

Evidence of Completion

IReady and SRI scores on grade level

G2. During the 2015 - 2016 school year, there will be a minimum of a two percent increase in math proficiency for all students. `1a`

🔑 G072419

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	84.0

Resources Available to Support the Goal `2`

- iReady; Go Math, Moby Max, CPALMS iReady training, Parent workshop

Targeted Barriers to Achieving the Goal `3`

- Understanding the depth of the new FSA standards, locating meaningful resources

Plan to Monitor Progress Toward G2. `8`

MTSS meetings, IReady, formative and summative data

Person Responsible

Steve Crump

Schedule

On 5/27/2016

Evidence of Completion

Ongoing progress monitoring, Chapter and Unit tests, fact fluency

G3. During the 2015-2016 school year, there will be a minimum of 95% of students' parents that complete 20 or more volunteer time at SSA 1a

🔑 G072420

Targets Supported 1b

Indicator	Annual Target
	95.0

Resources Available to Support the Goal 2

- Responsive Classroom Training

Targeted Barriers to Achieving the Goal 3

- Lack of parent participation in schooling, parent schedules

Plan to Monitor Progress Toward G3. 8

volunteer time completed

Person Responsible
Steve Crump

Schedule
On 5/13/2016

Evidence of Completion
completion of 20 hours

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. During the 2015 - 2016 school year, there will be a minimum of a two percent increase in reading proficiency for all students. `1`

🔑 G072418

G1.B1 Scheduling differentiated instruction based on student needs `2`

🔑 B188746

G1.B1.S1 All staff training on IReady computer program. `4`

🔑 S200209

Strategy Rationale

For teachers to use relevant data fro IReady to support classroom educational needs

Action Step 1 `5`

Training on IReady

Person Responsible

Steve Crump

Schedule

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

Evidence of Completion

reports from Successmaker.

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

Reports

Person Responsible

Steve Crump

Schedule

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

Evidence of Completion

Reports and RTI data

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

Compare scores to on grade level scores and year's growth.

Person Responsible

Steve Crump

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Teachers and our tech coordinator will look at reports and put students where it is appropriate. If students are not making growth, RTI and small group instruction will commence.

G3. During the 2015-2016 school year, there will be a minimum of 95% of students' parents that complete 20 or more volunteer time at SSA 1

🔑 G072420

G3.B1 Lack of parent participation in schooling, parent schedules 2

🔑 B188748

G3.B1.S1 Responsive Classroom training for parents and teachers. 4

🔑 S200211

Strategy Rationale

Action Step 1 5

Responsive Classroom Training for Parents and teachers

Person Responsible

Steve Crump

Schedule

On 1/29/2016

Evidence of Completion

completion of 20 hours of volunteer time

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

Responsive Classroom implementation in the classroom and volunteer time for parents

Person Responsible

Steve Crump

Schedule

Quarterly, from 8/25/2014 to 5/15/2015

Evidence of Completion

Teacher language, volunteer time complete

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

Volunteer time complete and community feel at the school

Person Responsible

Steve Crump

Schedule

On 5/15/2015

Evidence of Completion

hours listed on the PALS system

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	Training on IReady	Crump, Steve	8/17/2015	reports from Successmaker.	5/27/2016 daily
G3.B1.S1.A1	Responsive Classroom Training for Parents and teachers	Crump, Steve	7/20/2015	completion of 20 hours of volunteer time	1/29/2016 one-time
G1.MA1	iReady Assessments, SRI, MTSS planning sessions	Crump, Steve	8/24/2015	IReady and SRI scores on grade level	5/27/2016 one-time
G1.B1.S1.MA1	Compare scores to on grade level scores and year's growth.	Crump, Steve	8/25/2014	Teachers and our tech coordinator will look at reports and put students where it is appropriate. If students are not making growth, RTI and small group instruction will commence.	5/25/2015 weekly
G1.B1.S1.MA1	Reports	Crump, Steve	8/24/2015	Reports and RTI data	5/27/2016 daily
G2.MA1	MTSS meetings, IReady, formative and summative data	Crump, Steve	8/24/2015	Ongoing progress monitoring, Chapter and Unit tests, fact fluency	5/27/2016 one-time
G3.MA1	volunteer time completed	Crump, Steve	8/24/2015	completion of 20 hours	5/13/2016 one-time
G3.B1.S1.MA1	Volunteer time complete and community feel at the school	Crump, Steve	8/25/2014	hours listed on the PALS system	5/15/2015 one-time
G3.B1.S1.MA1	Responsive Classroom implementation in the classroom and volunteer time for parents	Crump, Steve	8/25/2014	Teacher language, volunteer time complete	5/15/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. During the 2015 - 2016 school year, there will be a minimum of a two percent increase in reading proficiency for all students.

G1.B1 Scheduling differentiated instruction based on student needs

G1.B1.S1 All staff training on IReady computer program.

PD Opportunity 1

Training on IReady

Facilitator

Dee Butherus

Participants

All Teachers

Schedule

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

G3. During the 2015-2016 school year, there will be a minimum of 95% of students' parents that complete 20 or more volunteer time at SSA

G3.B1 Lack of parent participation in schooling, parent schedules

G3.B1.S1 Responsive Classroom training for parents and teachers.

PD Opportunity 1

Responsive Classroom Training for Parents and teachers

Facilitator

Suzanne Wright, Responsive Classroom

Participants

First/Second year teachers to SSA Parents that attend the RC101 meeting

Schedule

On 1/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Training on IReady					$0.00
2	G3.B1.S1.A1	Responsive Classroom Training for Parents and teachers					$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	General Fund		$4,000.00	
			Notes: Notes				
						Total:	**$4,000.00**