# Hopper Center



# 2015-16 School Improvement Plan

# Hopper Center

612 NEWPORT AVE, Altamonte Springs, FL 32701

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0281

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| Elementary | Yes | 86% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| Yes | No | 0% |

## School Grades History

| Year | 2014-15 | 2013-14 |
|---|---|---|
| Grade | F* | 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

This plan is pending approval by the Seminole County School Board.

## SIP Authority and Template

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

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

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

## 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 | 2 | Wayne Green |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

**Provide the school's mission statement**

To ensure that our students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

**Provide the school's vision statement**

To ensure that our students reach their academic and social potential that will be necessary for success in future educational settings.

#### School Environment

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

Teachers and staff at Hopper Center consistently and continually focus on building meaningful and supportive relationships with students and families. Hopper Center begins every day with a guidance lesson and an opportunity for each student to share any thoughts, feelings, or accomplishments. This is done in a whole-group setting every morning. Staff also continually work with students in less formal, individualized settings to address specific needs and build relationships.

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

Hopper Center serves students with significant emotional, behavioral, and social needs. Students at Hopper Center have individualized plans in place to address needs specific to that student. All students are in very supportive classrooms with very low staff to student ratios. All students at Hopper Center are also under continual supervision to ensure safey.

**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**

Hopper Center has a very comprehensive behavior management system in place. The behavior management system is built on positive reinforcement for good choices students make. All students at Hopper Center incorporate the use of a success (point) sheet to monitor and track successes and struggles. The positive reward system incorporates the use of intermittent, daily, and weekly rewards that are a direct result of the student's progress towards general and individualized goals. The staff at the Hopper Center participate in monthly trainings regarding policies, procedures, and best practices.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

All students at Hopper Center have the opportunity to see the guidance counselor or school psychologist at almost any time if there is a need. In addition, the school guidance counselor and psychologist provide whole group lessons daily as well as individual counseling sessions with students on a weekly basis. Parents are also provided with both tutoring and counseling/mentoring services that are available.

## 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?

Yes

#### *PIP Link*

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/188227.

#### *Description*

A PIP has been uploaded for this school or district - see the link above.

### 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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

## 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 |
|---|---|
| Harshman, Paul | Assistant Principal |
| Weaver, Donna | Principal |

#### Duties

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

* Administrators: Principal and Assistant Principal:
Administrators provide instructional leadership, a common vision, support, set expectations and ensure that the school-based team implements MTSS. The administrators conduct assessment of MTSS skills of school staff, guarantee implementation of intervention support and documentation, make certain there is adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.
* ELA Literacy and Math and Science Coaches:
Develops, leads, and evaluates school core content standards/programs and identifies/analyzes existing literature on scientifically based curriculum/behavior assessmentand intervention approaches.Identifies systematic patters of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening

programs that provide early intervening services for children considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

* ESE Lead Teachers:

ESE teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 supplemental instruction, and collaborate with other ESE and general education teachers.

* Guidance Counselor and School Psychologist:

Provide quality services and expertise on program design and assessment and intervention with individual students.

***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***

Hopper Center annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Hopper Center will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

### School Advisory Council (SAC)

**Membership:**

| Name | Stakeholder Group |
| --- | --- |
| Donna Weaver | Principal |
| Lucas Henderson | Teacher |
| Brian Giddens | Parent |
| Kelly Holley | Parent |
| Beth Bromfield | Parent |
| Jena VanPutten | Parent |
| Jason Hawkins | Parent |
| Hank VanPutten | Parent |
| Stephanie Beasley | Teacher |
| Shalonda Young | Teacher |
| Rebecca Kenyon | 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*

The School Advisory Council meets monthly throughout the school year. At the initial meeting of the year the plan from the previous year is reviewed and evaluated with FSA and FCAT results and other pertinent data. Data on student performance in Reading, Math, Science, and Writing is reviewed and analyzed.

*Development of this school improvement plan*

The SAC began it's involvement with the SIP during the previous school year. The SAC works with the principal and assistant principal to analyze FSA and FCAT data as well as other student performance data in order to determine priority needs and areas of focus. The SAC then collaborates with school administration to develop an action plan as part of the SIP to address specific needs.

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

The School Advisory Council met in September to review and pass the School Improvement Budget. All funds were determined to be used for positive behavior management student incentives to support and encourage student achievement.

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

Original Allocation (2015-2016) - $22.00
Carry Over (2014-2015) - $654.29
Total Income - $674.29
* All School Improvement funds are used for positive behavior management student incentives.

### 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 |
|---|---|
| Weaver, Donna | Principal |
| Harshman, Paul | Assistant Principal |
| Mead, Marcy | Teacher, ESE |
| McKenna, Amber | Instructional Coach |
| Neeb, Krista | Instructional Coach |
| Choi, Elliott | Psychologist |
| Carter-Gilmartin, Betty | Guidance Counselor |

### Duties

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

* Implementation of the ELA Framework, interventions, and differentiated instruction.
* Promote the love of reading for all students, parents, and staff.
* Promote reading through the use of technology (Fast ForWord, Reading Street, iReady).
* Support and provide interventions for struggling students.
* Develop and implement incentives to promote reading.

## 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**

Hopper Center teachers work within a Professional Learning Community to address collaborative planning and instruction in order to implement district curriculum/instructional plans aligned with the Florida Standards. Hopper teachers also meet regularly with their common grade level teachers at Lake Orienta Elementary School in order to collaborate on curriculum and best practices.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based upon the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. On of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. The support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate mentoring activities on campus. The school-wide mentor was trained by the district new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives them a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the new school year.
Once school begins, our new teachers meet regularly with the mentor who best fits their needs and follow and agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based upon feedback from our new teachers the year before.
Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our district's instructional model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

## 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 core curricula of Seminole County Public Schools are comprehensive systems employing research-based best practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of 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***

Hopper Center uses multiple data sources to provide and differentiate instruction to meet the unique and diverse needs of our students. Various assessments are used to determine individual student needs and track student growth. Determined by the data, various differentiated instructional practices are implemented that include intervention, remediation, and/or acceleration.

***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 Year |
| **Minutes added to school year:** 4,960 |

Hopper Center offers an extended school year for all students that have a need for additional services. The extended school year provides additional instruction to students in skill deficient areas as well as behavioral support to prevent regression during the extended time off from school.

### Strategy Rationale

Hopper Center serves students classified as needing a comprehensive level emotional and behavioral support. The majority of the students at Hopper Center enroll with significant academic deficits in addition to emotional and behavioral challenges. Through the use of the extended school year we are able to provide a continuum of services throughout the year and impact or prevent regression over the summer months.

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Harshman, Paul, paul_harshman@scps.k12.fl.us

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

Data is collected from progess monitoring probes, iReady reports, iLearn reports, Fast ForWord reports, FSA reports, and FCAT reports in order to determine student progress and areas for additional remediation.

## 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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in select Title I schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Open House before school starts and kindergarten teachers are available for individual conferences.

### 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*

N/A

# 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.**     All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing.

## 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.** All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing. `1a`

🔑 G074416

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| ELA/Reading Gains | 70.0 |

### Resources Available to Support the Goal `2`

- Reading and Writing Coach, Math and Science Coach, Professional Development, Reading Street Series, Go Math Series, Fusion Science Series, iReady, iLearn, Fast ForWord, Professional Learning Communities, Administrative/Leadership Team Support, Common Assessments

### Targeted Barriers to Achieving the Goal `3`

- Lack of differentiated reading and writing strategies, lack of differentiated math strategies, lack of academic and behavioral intervention strategies, lack of understanding of inter-rater reliability

### Plan to Monitor Progress Toward G1. `8`

Baseline assessment data, progress monitoring data, successmaker data, iReady data, iLearn data, FastForWord data, behavioral data and point sheets.

**Person Responsible**

Paul Harshman

**Schedule**

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

***Evidence of Completion***

Baseline assessment reports, progress monitoring reports, successmaker reports, iReady reports, iLearn reports, FastForWord reports, behavioral reports and point sheets.

## 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.** All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing. 1

🔍 G074416

**G1.B1** Lack of differentiated reading and writing strategies, lack of differentiated math strategies, lack of academic and behavioral intervention strategies, lack of understanding of inter-rater reliability 2

🔍 B194263

**G1.B1.S1** Implement Differentiated Instruction Strategies. Implement Professional Development. Implement Professional Learning Communities. 4

🔍 S205783

#### Strategy Rationale

Hopper Center serves a very diverse population of students with unique academic and behavioral needs. Differentiated instruction and individualized interventions are critical for student success.

### Action Step 1 5

Regularly scheduled Professional Development and Professional Learning Community collaboration will be conducted.

#### Person Responsible

Paul Harshman

#### Schedule

Biweekly, from 8/26/2015 to 5/11/2016

#### *Evidence of Completion*

Student progress monitoring data/growth reports, PD Learning Logs, PLC summaries

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

Classroom observations, collaborative meetings with teachers, creation of Professional Deveopment schedule.

### Person Responsible

Paul Harshman

### Schedule

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

### *Evidence of Completion*

iObservation, Learning Logs, meeting summaries

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

Progress monitoring assessments/growth reports, Behavioral progression data/summaries

### Person Responsible

Paul Harshman

### Schedule

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

### *Evidence of Completion*

Baseline assessment reports, progress monitoring growth reports, Successmaker reports, Fast ForWord reports, iReady reports, iLearn reports, behavioral summaries and point sheets.

## 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 | Regularly scheduled Professional Development and Professional Learning Community collaboration will be conducted. | Harshman, Paul | 8/26/2015 | Student progress monitoring data/ growth reports, PD Learning Logs, PLC summaries | 5/11/2016 biweekly |
| G1.MA1 | Baseline assessment data, progress monitoring data, successmaker data, iReady data, iLearn data, FastForWord data, behavioral data and point sheets. | Harshman, Paul | 8/17/2015 | Baseline assessment reports, progress monitoring reports, successmaker reports, iReady reports, iLearn reports, FastForWord reports, behavioral reports and point sheets. | 5/26/2016 daily |
| G1.B1.S1.MA1 | Progress monitoring assessments/ growth reports, Behavioral progression data/summaries | Harshman, Paul | 8/17/2015 | Baseline assessment reports, progress monitoring growth reports, Successmaker reports, Fast ForWord | 5/26/2016 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | | | | reports, iReady reports, iLearn reports, behavioral summaries and point sheets. | |
| G1.B1.S1.MA1 | Classroom observations, collaborative meetings with teachers, creation of Professional Deveopment schedule. | Harshman, Paul | 8/17/2015 | iObservation, Learning Logs, meeting summaries | 5/26/2016 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.*

**G1.** All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing.

**G1.B1** Lack of differentiated reading and writing strategies, lack of differentiated math strategies, lack of academic and behavioral intervention strategies, lack of understanding of inter-rater reliability

**G1.B1.S1** Implement Differentiated Instruction Strategies. Implement Professional Development. Implement Professional Learning Communities.

### PD Opportunity 1

Regularly scheduled Professional Development and Professional Learning Community collaboration will be conducted.

**Facilitator**

Assistant Principal Leadership Team Member

**Participants**

Teachers and Paraprofessionals

**Schedule**

Biweekly, from 8/26/2015 to 5/11/2016

## Technical Assistance Items

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

### Budget

| | | | | | | |
|---|---|---|---|---|---|---|
| **1** | **G1.B1.S1.A1** | **Regularly scheduled Professional Development and Professional Learning Community collaboration will be conducted.** | | | | **$674.29** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0281 - Hopper Center | School Improvement Funds | | $674.29 |
| | | | *Notes: Professional Development and behavioral and academic achievement incentives.* | | | |
| | | | | | **Total:** | **$674.29** |