

St. Andrew School At Oakland Terrace



2016-17 Schoolwide Improvement Plan

St. Andrew School At Oakland Terrace

2010 W 12TH ST, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	45%

School Grades History

Year	2011-12	2011-12
Grade		

School Board Approval

This plan is pending approval by the Bay 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for St. Andrew School At Oakland Terrace

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of St. Andrew School, in participation with our families and the community, is committed to providing a safe learning environment that promotes each child's social/emotional and academic development through positive behavioral supports and research-based practices. All students are provided opportunities to develop and achieve according to their own strengths in preparation for integration into the least restrictive educational and social setting.

b. Provide the school's vision statement.

St. Andrew will provide a standard of excellence and positive supports in a safe environment where all students can achieve their full potential in academic, behavioral, and character development.

2. School Environment

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

Most students at St. Andrew School have an Individualized Education Plan which requires teachers to develop a knowledge of students' backgrounds by preparing Present Level of Performance statements in four domains. The IEP process involves a collaboration between teachers and parents. Teachers have a deeper understanding of student's academic, social and emotional levels due to small staff to student ratios. This builds relationships between staff and students. At the beginning of the school year, teachers conduct interest, learning, and reinforcer surveys with students. These surveys allow teachers to get to know student preferences.

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

Students are greeted each morning either at the bus loop or parent drop off zone. These areas are supervised and the campus is locked down with the exception of the front door which leads to the office. St. Andrew ensures continuous supervision for safety for every student. Students are escorted to the lunchroom, special areas, restrooms, and office throughout the day. Each classroom at St. Andrew School is staffed with a teacher and a paraprofessional. The number of students per class is kept low to ensure that students receive ample individual attention. School-wide expectations are to show respect, be safe, and be a problem solver. Beginning 2015-2016 school year, St. Andrew has implemented a car rider dismissal system where parents register for a car rider tag. A supervised waiting area has been created for car riders. We have a full time School Resource Deputy on campus. He provides weekly safety tips through ITV, circulates through campus and is available for parent support.

c. 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.

The PAWS (Positive Actions Work at St. Andrew) is a school wide positive motivational system. Privileges are earned by demonstrating positive behaviors which are respectful, safe, and reflect appropriate problem solving skills. Targeted behaviors are tracked on point sheets which are

individualized according to the goals specified on each child's educational plan. The positive reinforcement system provides a consistent continuum of rewards and consequences. St. Andrew School has been recognized as a model school by the Florida Positive Support Project for the past eight years.

All staff members are trained on the implementation of our school wide positive reinforcement system. They also are trained and updated yearly in verbal and physical crisis management techniques.

d. 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.

St. Andrew has developed the Crisis Response Team consisted of counselors and support staff who ensure the social-emotional needs of all students are being met. Teachers can call supports throughout the day when students are struggling in the classroom or need a short break. Students who are displaying extreme physical and verbal loss of control are removed from the classroom environment for a short time to cool down. While removed from the classroom, members of the Crisis Response Team work with students to problem solve and offer emotional support. Many students participate in group counseling sessions as indicated on their Individualized Education Plans. Students are taught social skills in the classroom and throughout the school day.

St. Andrew School has a guidance department that includes a school guidance counselor, an intervention teacher and a counselor. These staff members support the social-emotional needs of the students.

Beginning 2015-2016 a mentoring program was established.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. 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 ELA or Math
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Two or more indicators

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	3	9	14	8	7	0	0	0	0	0	0	0	44
One or more suspensions	18	6	10	15	15	9	0	0	0	0	0	0	0	73
Course failure in ELA or Math	0	0	1	5	2	1	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	31	25	23	0	0	0	0	0	0	0	79

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	19	13	11	0	0	0	0	0	0	0	47

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

Implementation of self monitoring strategies. Regular data chat sessions for staff and students. Regular review of discipline data at PAWS and CRT meetings. Consultation with district data coach and literacy coach.

To address attendance, an team will meet bimonthly to monitor attendance, implement an incentive program, and contact parent/guardians as necessary.

To address suspensions, a support team works with identified Tier II and Tier III students with behavioral incidents to reduce the amount of out of school suspensions. St. Andrew has an alternative curriculum environment which students can be placed in lieu of out of school suspension.

To address course failure and level 1, an academic intervention paraprofessional with work with identified students specifically in grades 3-5. An additional intervention curriculum will be utilized for Reading support. St. Andrew will implement a school-wide, computer-based Reading assessment to build stamina. Student accommodations for testing will be maximized by utilizing all instructional and support staff for small group testing. Grade teams monitor student data weekly. Leadership team monitor student data at least monthly.

To address students identified with two or more indicators, administration will pull monthly reports prior to grade level meetings. Discussion will be held on these students at the grade level to plan for interventions.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link
 The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314734>.

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

2. 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.

Members of the local community participate in the School Advisory Council. St. Andrew School participates in a variety of community activities in the historic St. Andrew District. A school representative

attends monthly St. Andrew community meetings. We are partnered with Panama City Kiwanis who sponsor the BUGS (Bringing Up Grades) program where students receive rewards each quarter for academic achievement. Business partners including Perry and Young Law Firm and St. Andrew Masonic Lodge provide resources and funding for academic and behavioral incentives. We have also established partnership with three local churches to support student activities and staff.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Branstetter, Janie	Principal
Chace, Sara	Teacher, ESE
Cummings, Kristin	Teacher, ESE
Hair, Cassandra	Teacher, ESE
May, Sandra	
Rockhill, Marsha	Teacher, ESE
Moyes, Tonya	Teacher, ESE
Willis-Mathis, Karen	Teacher, ESE

b. Duties

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

St. Andrew's Leadership team consists of administration, grade team chairs, school advisory chairperson, and textbook chair. The team meets bi-monthly to discuss progress towards school improvement, academic achievement, upcoming events, school wide behavior, and grade group concerns. The Leadership Team problem solves and make decisions to improve the school. This team monitors and updates the school-wide spreadsheet as well as behavioral data.

2. 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.

St. Andrew School is organized like most elementary schools with the exception of the focus on student's social, emotional, and behavioral needs. St. Andrew follows BDS curricular frameworks in all content areas as well is charged with the implementation of the new Florida Standards. We abide by all BDS policy and procedures for assessment, school improvement and implementation of District and State initiatives for instruction, teacher evaluation and assessment. St. Andrew has been designated as a Title I school. St. Andrew School receives unit allocations from the District as well as support thought IDEA funds. The school leadership consists of a principal and Admin. Asst. Leadership is distributed through 4 grade chairs and a leadership team that includes a SIP chair, and textbook chair. This oversight group meets bi- monthly to oversee all operations and functions of the school. The grade chairs are the primary team that leads all curricular activities. Grades teams meet

weekly to review data and plan instruction and assessment. The PAWS team oversees all components of the positive behavior support program, including daily behavior monitoring, rewards, incentives, earned Friday events, and crisis intervention. PAWS Team meets monthly with all instructional staff and the CRT meets bi-monthly.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Janie Branstetter	Principal
Tonya Speights	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Behavior data indicates a 16% decrease in office discipline referrals (1748 to 1450)

b. Development of this school improvement plan

Prior to the end of the 2015-2016 school year, instructional staff gave input to priority areas, barriers, and suggested strategies to include in this years' School Improvement Plan and Title I funding. During the summer months, administration and leadership team analyzed academic and behavioral data. Barriers were identified and recommendations were made for school improvement strategies. Administration and SIP chairperson met to develop a draft of the plan using information gathered from stakeholders. The plan was shared with instructional staff during preschool professional development. Input was gathered and included. The School Improvement Plan will be reviewed at the initial SAC meeting. Progress toward goals and problems reaching those goals are reviewed. Title I funding and the integration of this funding towards meeting School Improvement Plan goals are discussed and voted upon. Input to the SIP is requested by all staff members at monthly meetings.

c. Preparation of the school's annual budget and plan

Principal reviews annual budget with all stakeholders, seeks input and makes adjustments as recommended.

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

School Improvement funds will be used in direct support of basic academic and behavioral instruction and Professional Development that enhances the skills of the instructional staff in those areas.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

St. Andrew continues to seek parent involvement in all aspects of our school programs. We invite parents through newsletters, phone calls, IRIS alerts, and face to face meetings.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Branstetter, Janie	Principal
Chace, Sara	Teacher, ESE
Cummings, Kristin	Teacher, ESE
Hair, Cassandra	Teacher, ESE
May, Sandra	Administrative Support
Rockhill, Marsha	Teacher, ESE
Moyes, Tonya	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Leadership Team that consist of the 4 grade chairs, SIP chair, textbook chair, and administration function as the Literacy Leadership Team. The grade chairs are the primary literacy leaders. With guidance from administration these teacher leaders manage the literacy needs of their grade teams through the PLC process. Primary focus is data based decision making, standards based instruction and development of common assessments.

D. Public and Collaborative Teaching

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

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

St. Andrew has established Professional Learning Community Norms with each grade team. Grade teams meet weekly during a common planning hour to plan instruction, analyze data, and discuss concerns. Monthly staff meetings are held for all teachers and support staff. The Leadership Team will meet monthly. PAWS meetings will be held once a month with all staff to discuss the school-wide behavior program. Title I funding has allowed for teams to meet three times during the summer months. District provides four PLC planning days throughout the school year for collaborative planning. During these days time will be set aside for teams to collaborate vertically.

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

St. Andrew keeps an up to date web site with school specific information. In addition to posting available jobs on the district website, teachers are encouraged to refer potential teachers to administration to see if their interest and skills align with St. Andrews educational objectives. The principal seeks qualified applicants through the district recruiter and participates in job fairs.

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

Grade group chairs will mentor new teachers. Grade group chairs have experience in the grade level and school-wide behavior system. Mentoring activities are planned through the district. Grade chairs will meet with new teachers as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The PLCs at St. Andrew have as their primary focus curricular alignment with the new Florida standards. The use of Bay District pacing guides and implementation of research-based instructional practices ensure this alignment.

b. Instructional Strategies

1. 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.

Data-based decision making is our focus. Each teacher maintains a data notebook of students' results on formative and summative assessments, state and district assessments and work samples. Students are placed into core curricular programs based on the data. St. Andrew School meets students at their level in order to build success and motivation. Intervention processes are in place with ongoing progress monitoring. Teachers are encouraged to push those students who are on the verge of reaching the next proficiency level. An academic intervention paraprofessional will work with identified students specifically in grades 3-5. An intervention curriculum will be utilized with certain students identified.

2. 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: 2,700

Extended School Year (ESY) is available to all students at St. Andrew based on the determination made by his/her IEP team. ESY may take several forms. Examples would be hospital/homebound program, an in-school program or sessions with a related services provider such as a speech-language therapist.

The district typically offers a 10 half day session summer program spread over a 6 week period, however all decisions about ESY need, duration and service delivery- are individualized, made by the students' IEP team.

Instruction is driven by individual student IEP goals and objectives and aligned to Florida Standards.

Strategy Rationale

Students who attend an ESY program better maintain academic and behavioral performance. They suffer less regression in their skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Branstetter, Janie, bransjg@bay.k12.fl.us

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

Behavior monitoring will continue over the summer with all students attending Extended School Year. Progress monitoring from year to year using NWEA MAPS.

Strategy: Before School Program

Minutes added to school year: 4,500

Before school computer-based tutorial for early arriving students

Strategy Rationale

Increase student academic achievement through extended learning opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Branstetter, Janie, bransjg@bay.k12.fl.us

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

Through the review of daily attendance logs and correlation to academic improvement

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

St. Andrew School 5th graders transition to either New Horizons Learning Center or to their home middle school, if they demonstrate readiness. Articulation meetings are held in the spring to include parents, students and the receiving school. Pre-kindergarten is housed at St. Andrew thus creating a seamless transition.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students making learning gains while reducing the number of discipline referrals through ongoing examination of data to guide instruction and plan interventions.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase the number of students making learning gains while reducing the number of discipline referrals through ongoing examination of data to guide instruction and plan interventions. 1a

G084659

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	5.0
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Majority of our students are below grade level
- Need for professional development and collaboration
- Lack of student engagement
- Most challenging behaviors within the district

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common grade level planning
- Title I Parent Liaison
- Professional Learning Communities
- Researched based core reading program
- Crisis Intervention Team
- Technology
- District in-services
- Core Essentials Curriculum
- Academic intervention paraprofessional

Plan to Monitor Progress Toward G1. 8

Ongoing analysis of data in PLC and Leadership meetings

Person Responsible

Janie Branstetter

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

Behavior data and assessment reports

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase the number of students making learning gains while reducing the number of discipline referrals through ongoing examination of data to guide instruction and plan interventions. 1

 G084659

G1.B1 Majority of our students are below grade level 2

 B225043

G1.B1.S1 Improve students' awareness of performance levels through the use of student owned data collection and analysis. 4

 S237422

Strategy Rationale

When students monitor and take ownership of their progress, research supports improved achievement.

Action Step 1 5

Implement student data notebooks

Person Responsible

Janie Branstetter

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Examples of student notebooks

Action Step 2 5

Student participation in daily point sheet and goal setting

Person Responsible

Janie Branstetter

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Student graphs, goal sheets

Action Step 3 5

Three School-wide student data chats

Person Responsible

Janie Branstetter

Schedule

Triannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

Calendar

Action Step 4 5

Parent/ Teacher Conferences

Person Responsible

Janie Branstetter

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

Sign in sheets

Action Step 5 5

Before School Tutoring

Person Responsible

Janie Branstetter

Schedule

Daily, from 8/18/2016 to 8/18/2016

Evidence of Completion

Tutoring logs

Action Step 6 5

Instructional Interventions

Person Responsible

Janie Branstetter

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Use of materials in lesson plans, assessment results

Action Step 7 5

Parent involvement-workshops

Person Responsible

Janie Branstetter

Schedule

Triannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

Sign in sheets

Action Step 8 5

Academic Intervention Paraprofessional

Person Responsible

Janie Branstetter

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

logs

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

Implementation and use of data notebooks

Person Responsible

Janie Branstetter

Schedule

Monthly, from 9/23/2015 to 6/3/2016

Evidence of Completion

Leadership team will monitor through PLC (Minutes)

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

Analyze student progress

Person Responsible

Janie Branstetter

Schedule

Evidence of Completion

Grade chairs will facilitate the analysis of effective data notebooks.

G1.B5 Need for professional development and collaboration **2**

 B225047

G1.B5.S1 Using the PLC process to identify strengths and weaknesses in student learning and behavior

4

 S237423

Strategy Rationale

Strong PLC collaboration builds capacity to increase student performance

Action Step 1 **5**

Provide for PLC planning during summer months

Person Responsible

Janie Branstetter

Schedule

On 8/4/2016

Evidence of Completion

sign in sheets, PLC minutes

Action Step 2 **5**

Common planning will be provided enabling grade level teams to meet on a regular basis.

Person Responsible

Janie Branstetter

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

meeting minutes

Action Step 3 5

Professional development opportunities will be provided to instructional staff

Person Responsible

Janie Branstetter

Schedule

On 1/28/2017

Evidence of Completion

Teacher rational and planning for sharing information gained

Action Step 4 5

Assistant Administrator Data Analysis (summer work)

Person Responsible

Janie Branstetter

Schedule

Daily, from 7/11/2016 to 6/29/2017

Evidence of Completion

Data reports

Action Step 5 5

Training for paraprofessionals in academic and behavioral interventions

Person Responsible

Schedule

On 8/17/2016

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Observations of PLCs in action

Person Responsible

Janie Branstetter

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Observation of classroom implementation

Person Responsible

Janie Branstetter

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Implementation of newly learned strategies in classrooms

G1.B12 Lack of student engagement **2**

 B225054

G1.B12.S1 Engage students in learning structures that increase motivation and improve time on task, resulting in higher academic and behavioral performance. **4**

 S237424

Strategy Rationale

When students are engaged, performance increases.

Action Step 1 **5**

Core Essentials embedded in behavioral and academic instruction

Person Responsible

Janie Branstetter

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans and observations

Action Step 2 **5**

purchase laptops for classroom use

Person Responsible

Sandra May

Schedule

On 6/2/2017

Evidence of Completion

Use of laptops in lesson plans and observation

Action Step 3 5

Cognitive Complexity training for instructional staff

Person Responsible

Janie Branstetter

Schedule

Weekly, from 9/13/2016 to 10/25/2016

Evidence of Completion

sign in sheets

Action Step 4 5

STEM initiative with Legos

Person Responsible

Janie Branstetter

Schedule

Evidence of Completion

implementation of STEM lego activities in classrooms (lesson plans/observations)

Action Step 5 5

Consultant for teachers- music therapy

Person Responsible

Janie Branstetter

Schedule

Evidence of Completion

sign in sheet, use of music therapy in lesson plans

Action Step 6 5

Transitional and educational field trips

Person Responsible

Janie Branstetter

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Action Step 7 5

Increase technology throughout campus

Person Responsible

Janie Branstetter

Schedule

On 6/2/2017

Evidence of Completion

Use of new technology

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Classroom observations

Person Responsible

Janie Branstetter

Schedule

Evidence of Completion

Observations and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

District and State Assessment Data Analysis

Person Responsible

Janie Branstetter

Schedule

Quarterly, from 8/18/2016 to 8/18/2016


Evidence of Completion

PLUS 2 process

G1.B13 Most challenging behaviors within the district **2**

 B225055

G1.B13.S1 Monitor school-wide behavior data and implement Tier II and Tier III supports. **4**

 S237425

Strategy Rationale

Increased levels of support will decrease discipline referrals and increase student time in class.

Action Step 1 **5**

Behavioral paraprofessional

Person Responsible

Janie Branstetter

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

school-wide discipline data

Action Step 2 **5**

School-wide behavioral incentives

Person Responsible

Schedule

Weekly, from 8/18/2016 to 8/18/2016

Evidence of Completion

Earn Friday participation

Action Step 3 5

Monthly Crisis Team Meeting

Person Responsible

Sandra May

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Meeting minutes

Action Step 4 5

PAWS Meeting

Person Responsible

Sandra May










Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M313119	Analyze student progress	Branstetter, Janie	No Start Date	Grade chairs will facilitate the analysis of effective data notebooks.	No End Date quarterly
G1.B12.S1.MA1 M313124	Classroom observations	Branstetter, Janie	No Start Date	Observations and lesson plans	No End Date semiannually
G1.B12.S1.A4 A306905	STEM initiative with Legos	Branstetter, Janie	No Start Date	implementation of STEM lego activities in classrooms (lesson plans/ observations)	No End Date semiannually
G1.B12.S1.A5 A306906	Consultant for teachers- music therapy	Branstetter, Janie	No Start Date	sign in sheet, use of music therapy in lesson plans	No End Date one-time
G1.B1.S1.MA1 M313120	Implementation and use of data notebooks	Branstetter, Janie	9/23/2015	Leadership team will monitor through PLC (Minutes)	6/3/2016 monthly
G1.B5.S1.A1 A306897	Provide for PLC planning during summer months	Branstetter, Janie	8/3/2016	sign in sheets, PLC minutes	8/4/2016 one-time
G1.B5.S1.A5 A306901	Training for paraprofessionals in academic and behavioral interventions		8/10/2016	Sign in sheets	8/17/2016 one-time
G1.B1.S1.A5 A306893	Before School Tutoring	Branstetter, Janie	8/18/2016	Tutoring logs	8/18/2016 daily
G1.B12.S1.MA1 M313123	District and State Assessment Data Analysis	Branstetter, Janie	8/18/2016	PLUS 2 process	8/18/2016 quarterly
G1.B13.S1.A2 A306910	School-wide behavioral incentives		8/18/2016	Earn Friday participation	8/18/2016 weekly
G1.B12.S1.A3 A306904	Cognitive Complexity training for instructional staff	Branstetter, Janie	9/13/2016	sign in sheets	10/25/2016 weekly
G1.B5.S1.A3 A306899	Professional development opportunities will be provided to instructional staff	Branstetter, Janie	1/28/2017	Teacher rational and planning for sharing information gained	1/28/2017 one-time
G1.MA1 M313125	Ongoing analysis of data in PLC and Leadership meetings	Branstetter, Janie	8/18/2016	Behavior data and assessment reports	6/2/2017 semiannually
G1.B1.S1.A1 A306889	Implement student data notebooks	Branstetter, Janie	8/18/2016	Examples of student notebooks	6/2/2017 daily
G1.B1.S1.A2 A306890	Student participation in daily point sheet and goal setting	Branstetter, Janie	8/18/2016	Student graphs, goal sheets	6/2/2017 daily
G1.B1.S1.A3 A306891	Three School-wide student data chats	Branstetter, Janie	8/18/2016	Calendar	6/2/2017 triannually
G1.B1.S1.A4 A306892	Parent/ Teacher Conferences	Branstetter, Janie	8/18/2016	Sign in sheets	6/2/2017 semiannually
G1.B1.S1.A6 A306894	Instructional Interventions	Branstetter, Janie	8/18/2016	Use of materials in lesson plans, assessment results	6/2/2017 daily
G1.B1.S1.A7 A306895	Parent involvement-workshops	Branstetter, Janie	8/18/2016	Sign in sheets	6/2/2017 triannually
G1.B1.S1.A8 A306896	Academic Intervention Paraprofessional	Branstetter, Janie	8/18/2016	logs	6/2/2017 daily
G1.B5.S1.MA1 M313121	Observation of classroom implementation	Branstetter, Janie	8/18/2016	Implementation of newly learned strategies in classrooms	6/2/2017 monthly
G1.B5.S1.MA1 M313122	Observations of PLCs in action	Branstetter, Janie	8/18/2016	PLC minutes	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A2  A306898	Common planning will be provided enabling grade level teams to meet on a regular basis.	Branstetter, Janie	8/18/2016	meeting minutes	6/2/2017 daily
G1.B12.S1.A1  A306902	Core Essentials embedded in behavioral and academic instruction	Branstetter, Janie	8/18/2016	Lesson plans and observations	6/2/2017 monthly
G1.B12.S1.A2  A306903	purchase laptops for classroom use	May, Sandra	8/18/2016	Use of laptops in lesson plans and observation	6/2/2017 one-time
G1.B12.S1.A6  A306907	Transitional and educational field trips	Branstetter, Janie	8/18/2016		6/2/2017 weekly
G1.B12.S1.A7  A306908	Increase technology throughout campus	Branstetter, Janie	8/18/2016	Use of new technology	6/2/2017 one-time
G1.B13.S1.A1  A306909	Behavioral paraprofessional	Branstetter, Janie	8/18/2016	school-wide discipline data	6/2/2017 daily
G1.B13.S1.A3  A306911	Monthly Crisis Team Meeting	May, Sandra	8/18/2016	Meeting minutes	6/2/2017 monthly
G1.B13.S1.A4  A306912	PAWS Meeting	May, Sandra	8/18/2016		6/2/2017 monthly
G1.B5.S1.A4  A306900	Assistant Administrator Data Analysis (summer work)	Branstetter, Janie	7/11/2016	Data reports	6/29/2017 daily

V. Professional Development Opportunities

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

G1. Increase the number of students making learning gains while reducing the number of discipline referrals through ongoing examination of data to guide instruction and plan interventions.

G1.B5 Need for professional development and collaboration

G1.B5.S1 Using the PLC process to identify strengths and weaknesses in student learning and behavior

PD Opportunity 1

Provide for PLC planning during summer months

Facilitator

Grade Chairs

Participants

Classroom Instructional Staff

Schedule

On 8/4/2016

PD Opportunity 2

Professional development opportunities will be provided to instructional staff

Facilitator

Administration

Participants

selected instructional staff

Schedule

On 1/28/2017

PD Opportunity 3

Training for paraprofessionals in academic and behavioral interventions

Facilitator

Principal

Participants

Support Staff

Schedule

On 8/17/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implement student data notebooks				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	510-Supplies	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$800.00
			Notes: Binders for data notebooks Student planners for daily organization			
2	G1.B1.S1.A2	Student participation in daily point sheet and goal setting				\$0.00
3	G1.B1.S1.A3	Three School-wide student data chats				\$0.00
4	G1.B1.S1.A4	Parent/ Teacher Conferences				\$2,918.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	120-Classroom Teachers	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$2,918.00
			Notes: Stipends to pay teachers after school hours to hold parent conferences.			
5	G1.B1.S1.A5	Before School Tutoring				\$1,503.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	150-Aides	0241 - St. Andrew School At Oakland Terrace	Title I, Part A	0.08	\$1,503.00
			Notes: Paraprofessional salary to tutor before school			
6	G1.B1.S1.A6	Instructional Interventions				\$11,795.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	510-Supplies	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$9,745.00
			Notes: Handwriting without tears, connect to comprehension leveled readers, corrective reading materials			
	5200	622-Audio Visual Materials Non-Capitalized	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$2,050.00
			Notes: Ravens Court CD's and Earobics			
7	G1.B1.S1.A7	Parent involvement-workshops				\$627.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$627.00
			Notes: \$50 consultant fee and \$577 supplies for workshop			

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8	G1.B1.S1.A8	Academic Intervention Paraprofessional				\$13,370.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	150-Aides	0241 - St. Andrew School At Oakland Terrace	Title I, Part A	0.96	\$13,370.00
9	G1.B12.S1.A1	Core Essentials embedded in behavioral and academic instruction				\$2,474.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	510-Supplies	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$2,474.00
10	G1.B12.S1.A2	purchase laptops for classroom use				\$17,449.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	644-Computer Hardware Non-Capitalized	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$17,449.00
11	G1.B12.S1.A3	Cognitive Complexity training for instructional staff				\$2,917.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$2,917.00
12	G1.B12.S1.A4	STEM initiative with Legos				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	310-Professional and Technical Services	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$3,000.00
			<i>Notes: Consultant and material</i>			
13	G1.B12.S1.A5	Consultant for teachers- music therapy				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$50.00
14	G1.B12.S1.A6	Transitional and educational field trips				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7800	790-Miscellaneous Expenses	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$1,400.00
15	G1.B12.S1.A7	Increase technology throughout campus				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	641-Furniture, Fixtures and Equipment Capitalized	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$3,000.00

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St. Andrew School At Oakland Terrace

16	G1.B13.S1.A1	Behavioral paraprofessional				\$13,915.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5200	150-Aides	0241 - St. Andrew School At Oakland Terrace	Title I, Part A	0.96	\$13,915.00
17	G1.B13.S1.A2	School-wide behavioral incentives				\$0.00
18	G1.B13.S1.A3	Monthly Crisis Team Meeting				\$0.00
19	G1.B13.S1.A4	PAWS Meeting				\$0.00
20	G1.B5.S1.A1	Provide for PLC planning during summer months				\$6,162.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$5,041.00
	6400	120-Classroom Teachers	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$1,121.00
			<i>Notes: Leadership Team</i>			
21	G1.B5.S1.A2	Common planning will be provided enabling grade level teams to meet on a regular basis.				\$0.00
22	G1.B5.S1.A3	Professional development opportunities will be provided to instructional staff				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$250.00
			<i>Notes: Reading Conference</i>			
23	G1.B5.S1.A4	Assistant Administrator Data Analysis (summer work)				\$14,210.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	110-Administrators	0241 - St. Andrew School At Oakland Terrace	Title I, Part A	0.17	\$14,210.00
24	G1.B5.S1.A5	Training for paraprofessionals in academic and behavioral interventions				\$2,860.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7730	150-Aides	0241 - St. Andrew School At Oakland Terrace	Title I, Part A		\$2,860.00
Total:						\$98,700.00