

Lake County Schools

Altoona School



2016-17 Schoolwide Improvement Plan

Altoona School

42630 STATE ROAD 19, Altoona, FL 32702

<http://altoonaschool.org>

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 KG-5	No	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	15%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	D

**Informational Baseline School Grade*

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

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Altoona School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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.

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

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

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

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.

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

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.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

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

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

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

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.

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

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

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

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

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

b. Duties

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

Principal is team leader. Team consists of classroom teachers and RTI/MTSS teacher. The team serve as instructional leaders by ensuring that the staff maintains the proper focus on the standards, and any interventions that may be required per MTSS needs. Additionally, the team discusses assessments, scheduling and any other school needs that influence both the teacher and the student.

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.

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

In the past, the school has received Title I funding. The school did not qualify for the 2016-2017 school year.

Testing, evaluation of that testing, analysis, observation, continual monitoring of student progress and FSA, EOC's, Star Reading and Math, and benchmark testing results are all used to monitor students for MTSS and SIP purposes. As needs are presented, this influences funding and staffing. Example: Our RTI needs increased, therefore we hired a full time RTI teacher to facilitate more thorough RTI implementation. This was an increase of both personnel and funding towards a MTSS and SIP need.

Title X Homeless does not directly fund the school. However, we can refer people to the Homeless Liaison.

A Title I District Migrant Services advocate is available.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Beth Nelson	Business/Community
Connie Gibson	Business/Community
Cecil Garrett	Business/Community
Allison Hinton	Parent
Dawn Cerney	Teacher
Walter Schmidt	Principal
Karyn Dybdahl	Parent
Katie Norris	Teacher
	Student

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

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

b. Development of this school improvement plan

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

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

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

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

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

Additional Aides - 36,000

Renovation of 90 year old schoolhouse - 40,000

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.

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

b. Duties

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

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

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.

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

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

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

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

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

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

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 school aligns its core instructional programs by following the Florida Standards. Lake County Schools generously shares its curriculum blueprints with Altoona School.

In the past, the district has sent out a curriculum review team, which made observations and suggestions.

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

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.

Altoona School uses data collected to determine specific areas of need for individual students and grade levels as a whole. An example of such data influencing instruction can be seen in our 4th grade group from 2015-2016. Data suggested that they lacked basic math facts efficiency. They were unable to quickly multiply, divide, subtract and add numbers. This led to an increase in time spent on the math problems on the state testing. The data collected in the 2015-2016 testing showed this deficiency. The teachers began math drills at the beginning of the year and spiraled their instruction. This information is also used for MTSS purposes, ESE and 504. In MTSS, this info gives us info to track student progress and whether it is necessary to move students along the tiers of RTI.

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 Day

Minutes added to school year:

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

Strategy Rationale

Increase of instructional time to those students participating.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Schmidt, Walter, schmidtw@altoonaschool.org

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

Pre and post tests.

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.

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

Significant parental communication.

Open House in October.

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

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

Articulation meetings for students with disabilities.

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.

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

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

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Keep instances of bullying to a minimum.
- G2.** Strategic Goal: Decrease % of students scoring a 1 or 2 in FSA ELA from, 31% to 20%.

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. Keep instances of bullying to a minimum. 1a

G086844

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	5.0

Targeted Barriers to Achieving the Goal 3

- Students not familiar with what constitutes bullying.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Referrals or lack there of will show progress.

Person Responsible

Walter Schmidt

Schedule

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

Evidence of Completion

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

G2. Strategic Goal: Decrease % of students scoring a 1 or 2 in FSA ELA from, 31% to 20%. 1a

G086845

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	15.0

Targeted Barriers to Achieving the Goal 3

- Adapting to new curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Walter Schmidt

Schedule

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

Evidence of Completion

Final assessment info indicating growth.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Keep instances of bullying to a minimum. **1**

 G086844

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

 B230874

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

 S243586

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Dawn Cerney

Schedule

Daily, from 9/7/2016 to 9/7/2016

Evidence of Completion

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

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

Teachers will report instances of bullying.

Person Responsible

Walter Schmidt

Schedule

Daily, from 9/7/2016 to 6/8/2017

Evidence of Completion

Principal will have documentation of instances of bullying.

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

the number of bullying instances will indicate effectiveness.

Person Responsible

Walter Schmidt

Schedule

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

Evidence of Completion

Referrals for bullying.

G2. Strategic Goal: Decrease % of students scoring a 1 or 2 in FSA ELA from, 31% to 20%. 1

G086845

G2.B1 Adapting to new curriculum. 2

B230875

G2.B1.S1 Use district supplied curriculum blueprints as a resource. 4

S243587

Strategy Rationale

The blueprints have the scope and sequence of the material.

Action Step 1 5

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

Person Responsible

Walter Schmidt

Schedule

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

Evidence of Completion

Teacher notes and lesson plans.

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

Observation of teacher meetings.

Person Responsible

Walter Schmidt

Schedule

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

Evidence of Completion

Notes from teacher meetings.

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

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

Person Responsible

Walter Schmidt

Schedule

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

Evidence of Completion

Scores, and data extrapolated.

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					
G2.MA1 M326638	Assessment systems that are scientifically based and data driven. Growth measurements will be used...	Schmidt, Walter	9/3/2014	Final assessment info indicating growth.	5/27/2015 quarterly
G2.B1.S1.MA1 M326632	Monitoring tests (aka benchmark tests) will be given during the school year.	Schmidt, Walter	9/24/2014	Scores, and data extrapolated.	5/27/2015 quarterly
G2.B1.S1.MA1 M326633	Observation of teacher meetings.	Schmidt, Walter	9/3/2014	Notes from teacher meetings.	5/27/2015 monthly
G2.B1.S1.A1 A315142	Teachers meet to go over blueprints, with the goal of finding the best way to implement the new...	Schmidt, Walter	9/3/2014	Teacher notes and lesson plans.	5/27/2015 biweekly
G1.MA1 M326631	Referrals or lack there of will show progress.	Schmidt, Walter	9/1/2015	If there is little or no evidence of bullying, effectiveness is indicated.	6/8/2016 monthly
G1.B1.S1.MA1 M326629	the number of bullying instances will indicate effectiveness.	Schmidt, Walter	9/1/2015	Referrals for bullying.	6/8/2016 monthly
G1.B1.S1.A1 A315141	Teacher's are given anti-bullying literature and lessons.	Cerney, Dawn	9/7/2016	Cerney will have list of teachers given anti-bullying information.	9/7/2016 daily
G1.B1.S1.MA1 M326630	Teachers will report instances of bullying.	Schmidt, Walter	9/7/2016	Principal will have documentation of instances of bullying.	6/8/2017 daily

V. Professional Development Opportunities

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

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