

Alachua County Public Schools

The One Room School House Project



2017-18 Schoolwide Improvement Plan

The One Room School House Project

4180 NE 15TH ST, Gainesville, FL 32609

<http://www.orsh.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	74%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	F

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for The One Room School House Project

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 The One Room School House is to extend the opportunity for school choice to at risk Alachua County school students who may not otherwise have a chance to participate in a small, highly rigorous, family oriented, and academically intensive educational experience.

b. Provide the school's vision statement.

The vision of The One Room School House is to offer the opportunity to at risk Alachua County school students to participate in a small, highly rigorous, family oriented, and academically intensive educational experience.

2. School Environment

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

All below level students in Math and Reading are on an Academic Improvement Plan. Parents meet with the Principal and Title One Lead Teacher to determine individual student needs, school and home interventions, and performance goals. The AIP plan calls for meetings in each report card period.

Teachers meet with parents on a daily basis at drop off and pick up. Teachers schedule regular meetings with families to discuss individual student needs and specific environmental issues that our families encounter. Parents contract to stay in touch about all relevant educational issues their children may have at school. Our parent Contract includes the following premises and guarantees: We agree to the following philosophy, conditions, and responsibilities that govern enrollment and attendance at The School:

- The School was created to guarantee students a safe and productive place to be educated.
- Students, parents, teacher and staff will demonstrate respectful behavior towards each other, visitors, and volunteers at the school.
- Students will work diligently and to the best of their ability during the entire school day. They will complete all assignments and work they miss due to absence, tardiness, or suspension from class.
- Students, at the direction of staff, will contribute to the upkeep, cleanliness and maintenance of the campus.
- Parents are primarily responsible for assuring that students; value learning, respect the rights of others, attend school regularly, and follow all school rules and regulations.
- Parents are responsible for modifying unacceptable student behaviors reported by the school.
- Teachers are responsible for maintaining a productive learning environment, respecting their students, teaching all appropriate material, and reporting unacceptable student behaviors to school administrators and to parents.
- Teachers and administrators are responsible for removing from the classroom those students whose behavior is disrespectful, counterproductive, or disruptive to their own or another student's learning.
- As a parent, I agree to work cooperatively with school personnel to make sure my student completes all assignments, understands the school's goals, rules, and regulations, and understands that any discipline problems that arise at school will be handled immediately by parents or guardians.
- As a parent, I agree to come to the school, if called by the staff, to speak to my child or to remove my child from campus. I agree to keep my child at home when my child has been suspended, make

sure my child is working on school assignment, and have my child attend Saturday School if required by the Principal.

- As a parent, I agree to sign all homework, letters home, and school documents required by the School.
- As a parent, I take responsibility for delivering and retrieving my child from school on time and in a safe manner. I will respect all rules and regulations regarding safe driving on campus.
- As a parent, I will see to it that my child wears a clean uniform everyday to school.
- As a parent, I give permission for the school to test my student to determine individual ability and achievement on an ongoing basis.
- As a parent, I will be responsible for keeping the school informed about any changes in address or phone number. I realize that it is critical that the school be able to find me at all times.
- As a parent, I will be responsible for my child's health and welfare. I will not send a sick child to school. I will immediately come to the school for reasons of health, safety, or physical well-being if the school requires it.
- As a parent, I understand that the School will place my child in the most appropriate classes based on achievement, ability and behavior.
- As a parent, I understand that I may voluntarily withdraw my child from the school at any time if I disagree with policies, procedures, decisions, or practices at the School.
- As a parent, I understand that I must always treat the school staff with respect, follow all the policies and procedures of the school, and adhere to the requirements of this agreement.
- As a student I will follow all school rules, respect all teachers and staff.
- As a student I agree to be respectful to all of my fellow One Room School House classmates.
- As a student I agree to study hard, complete all assigned work, and prepare diligently for all assessments of the Sunshine State Standards.
- As a parent I agree that the consequences listed in this agreement are reasonable and necessary for the safe and orderly operation of the school.
- As a student I agree that the consequences listed in this agreement are reasonable and necessary for the safe and orderly operation of the school.

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

The school guarantees through its compact with parents that the school will be safe and have a good learning environment for students. This contract includes the following premises and guarantees: We agree to the following philosophy, conditions, and responsibilities that govern enrollment and attendance at The School:

- The School was created to guarantee students a safe and productive place to be educated.
- Students, parents, teacher and staff will demonstrate respectful behavior towards each other, visitors, and volunteers at the school.
- Teachers are responsible for maintaining a productive learning environment, respecting their students, teaching all appropriate material, and reporting unacceptable student behaviors to school administrators and to parents.
- Teachers and administrators are responsible for removing from the classroom those students whose behavior is disrespectful, counterproductive, or disruptive to their own or another student's learning.
- As a student I will follow all school rules, respect all teachers and staff.
- As a student I agree to be respectful to all of my fellow One Room School House classmates.
- As a student I agree to study hard, complete all assigned work, and prepare diligently for all assessments of the Sunshine State Standards.
- As a parent I agree that the consequences listed in this agreement are reasonable and necessary for the safe and orderly operation of the school.
- As a student I agree that the consequences listed in this agreement are reasonable and necessary for the safe and orderly operation of the school.

The Schools Responsibilities Include:

1. Providing high-quality curriculum and instruction through the use of research based curriculum delivered by highly-qualified and state certified teachers and paraprofessionals in a learning environment made supportive and effective by small school and class size, fulltime counseling and psychological services, and team teaching that includes administrators as well as instructors.
2. Holding parent-teacher conferences at any time before, during, or after school which is convenient for the parents at which this compact will be discussed as it relates to the individual child's achievement.
3. Providing frequent reports of student progress by sending home weekly reports of testing, biweekly reports of academic progress and quarterly report cards and by providing individualized reports of progress at the request of parents or teachers as necessary.
4. Making Staff available to parents, at the parents convenience, before, during, and after school hours.
5. Offering Parents trained volunteer opportunities including, observation, tutoring, mentoring, and general help, at the school or in their child's class any time before, during and after school hours when they wish to make an appointment to do so.

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.

Students agree that the following expectations are reasonable:

As a student I will follow all school rules, respect all teachers and staff.

- As a student I agree to be respectful to all of my fellow One Room School House classmates.
- As a student I agree to study hard, complete all assigned work, and prepare diligently for all assessments of the Sunshine State Standards.

Parents agree that the following consequences are reasonable:

Consequences for student misconduct:

Breaking Class or School Rules (first offense): Note Home, Extra Work

Breaking Class or School Rules (second offense): Principal's Office, Extra Work, Conference

Breaking Class or School Rules (third offense and more): Principal's Office, Suspension, Extra Work

Disrupting Class Time (first offense): Note Home, Extra Work

Disrupting Class Time (second offense): Principal's Office, Extra Work, Note Home

Disrupting Class Time (third offense or more): Principal's Office, Suspension, Extra Work

Disrupting Class Time (fourth offense or more): 1 Week Suspension Each Offense, Summer Behavior Camp

Disrespect (first offense): Note Home, Extra Work

Disrespect (second offense): Principal's Office, Extra Work, Note Home

Disrespect (third offense or more): Principal's Office, Suspension, Extra Work

Disrespect (fourth offense or more): 1 Week Suspension Each Offense, Summer Behavior Camp

Physical Altercation (first offense): Principal's Office, Extra Work, Note Home

Physical Altercation (second offense or more): Principal's Office, Extra Work, Suspension

Physical Altercation (third offense or more): Dismissal from School

Serious Fighting (first offense or more): 2 days Suspension

Serious Fighting (second offense or more): Dismissal from School

As a student, I understand that a failure on my part to take care of the responsibilities I have agreed to herein may result in my permanent dismissal from the School.

As a parent, I understand that a failure on my part to take care of the responsibilities I have agreed to herein may result in the permanent dismissal of my child from the School.

As a parent, I give permission for my student to be photographed and video recorded for legitimate school purposes. If I choose not to give this permission I will notify the school in writing immediately.

The School agrees to faithfully enforce the disciplinary program.

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.

The school ensures that the social-emotional needs, which include providing counseling, mentoring and other pupil services, of all students are being met, by employing compassionate personnel, by ensuring that the principal is personally familiar and involved with every student and family and by hiring qualified and certified personnel and contractors to provide all necessary psychological and social services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

ORSH has developed an in-house software called Shuler. Shuler provides us with regular reports on attendance, student conduct, missing homework, as well as current grade for each child. The system not only provides ORSH with early warning data, emails are automatically sent to parents on all of the items.

In addition ORSH makes regular use of Reading and Math software to indicate progress on Florida Standards.

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	5	8	8	0	1	1	0	0	0	0	0	0	0	23
One or more suspensions	2	1	2	2	0	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	4	3	3	3	1	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	2	2	1	0	0	0	0	0	0	0	5

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	2	2	1	1	1	0	0	0	0	0	0	0	0	7

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

ORSH creates an Academic Improvement Plan for each student who has been identified as high risk do to the schools early warning system. The plan is agreed upon by parents, teaches, Title I lead, and Principal. The plan identifies the issues and a plan of action to address them.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Title I components should be brought to the attention of all parents. We as a staff will use parent evaluation sheets to better inform parents of changes and get feedback for any changes they would like to see. Parents will be involved in discussions of all Title I monies being funded. Regular meetings will keep parents informed on the process of parent involvement.

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.

THE ONE ROOM SCHOOL HOUSE PROJECT Title I, Part A Parental Involvement Plan I, Sarah Sonberg, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of

programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];

- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].
-

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement

Response: The staff of The One Room School House believes that all students can learn; therefore, we accept the challenge to teach all students so they may attain their maximum educational potential. Because of this we would like to align ourselves as full partners with the parents of our students. It is the purpose of both One Room and the parents of our school to provide our students with an education that gives the students the tools to be successful in future endeavors. Working with parents as a team, all students will achieve their highest potential.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Section 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].
Response: Title 1 components should be brought to the attention of all parents. We as a staff will use parent evaluation sheets to better inform parents of changes and get feedback for any changes they would like to see. Parents will be involved in discussions of all Title 1 monies being funded. All parents. Regardless of Title 1 status will be invited. Regular meetings will keep parents informed on the process of parent involvement.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Kindergarten Round Up/Coordination Parents will learn what will be expected of their child as well as fun and exciting ways to build educational routines at home. Title I will provide 1 copy of students workbooks "School is Cool" for each student and 1 copy of "Parenting Magazine" for each parent attending Kindergarten Round Up.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Maintain documentation Principal, Lead Teacher August Meeting Minutes, Parent Evaluations

2 Develop sign-in sheets; send emails and flyers to parents. Post fliers around the school and on the parent board Principal, Lead Teacher August Parent Evaluations

3 Develop agenda, handouts, and PowerPoint to address required components. Principal, Lead Teacher August Copies of agendas, copies of handouts, PowerPoint, Parent Input Forms, Parent Evaluations

4 Conduct the Annual Meetings Principal, Lead Teacher September Copies of agendas, Copies of handouts, PowerPoint, Parent input forms, evaluations

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: We here at The One Room School House believe that parents are the key to success, so we implement flexible meetings for parents to attend. Meetings will be offered in the AM/PM. Two conference evenings will be offered to parents. Parents will be able to schedule meetings beginning directly after school through 6 p.m. Students will be able to attend our after school program free of charge on those evenings. Parents may also arrange for a phone conference if they are unable to attend in person. Conferences are available at different times to allow parents a variety of meeting times to best match their needs. Parent involvement meeting materials are provided for parents that are unable to attend. Materials from previous parent involvement meetings will be kept in the Parent Resource Area. "Morning Meetings" can be made to make sure all parents have access to information.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement

Timeline Evidence of Effectiveness

- 1 All About Planners Principal, Lead Teacher Parents will learn ways to effectively use the student planners to communicate with teachers and their student. October 2017 Agendas, sign-in sheets, parent evaluations
- 2 Math/Science: Math/Science Night Math and Science Chair, Lead Teacher, all teachers currently teaching math Parents will learn fun and exciting ways to build math fluency at home through grade level activities March 2017 Agendas, sign-in sheets, parent evaluations
- 3 ORSH Community Night Lead Teacher, all current staff Parents will receive copies of the PIP and compact and get a chance to add to and suggest changes for next year. Following the meeting we will conduct a community night through the showing of a movie outside. January 2018 Agendas, sign-in sheets, parent input forms
- 4 Literacy: Helping students become better readers Reading Chair, Lead Teacher Parents will be provided with information to aid readers at home and be given activity ideas to aid in reading comprehension and fluency February 2018 Agendas, sign-in sheets, parent evaluations
- 5 FSA Test Breakfast Principal, Lead Teacher Provide parents a better understanding of the FSA including dates and test prep at home March 2018 Agendas, sign-in sheets, parent evaluations
- 6 Ending the Summer Gap Lead teacher Provide parents with materials to aid their student's learning through the summer. Parents will receive materials and websites to help their child stay school ready. April 2018 Agendas, sign-in sheets, parent evaluations

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement
Timeline Evidence of Effectiveness

- 1 Preplanning/ Parent Module Review Principal Improve staff ability to work with parents July 2017 Agendas, sign-ins, handouts, evaluations
- 2 Implementation and coordination of Parent Involvement Plan and home school compact Principal/ Title1 Lead Teacher Improve parent involvement to raise student achievement October/May Agendas, sign-ins, evaluations
- 3 Book Study Title 1 Lead Teacher Help teachers understand more effective ways to teach and understand their students On going Agendas, sign-ins, evaluations
- 4

Student Planners

Title 1 Lead Teacher Help teachers understand how best to use the planners effectively in their classroom. Teachers will also understand ways to help their parents better use the student planners. October 2017 Agenda, sign in sheets, and evaluations

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Movie night: Parents and teachers will watch a movie outside together as a school-wide activity. Chili cook-off: Parents and teachers will enter chili to compete. Open house activities and student showcases all used to build community. During our annual meeting and again during our math

night, parents will receive information on the Parent Resource Area and checkout procedures at our school. The parent resource area is advertised at the front of the school and teachers and staff are encouraged to send parents to the parent resource area for materials.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: These items are addressed at meet the teachers as well as in parent compact. The "Beginning of School" packets are attached to the School Compact. Parents will receive parents' rights letter and Title 1 Complaint Policy. Parents will sign cover letters and retain the rest of the packet. Signed cover letters will be kept on file at the school. Our Annual Title 1 Meeting for parents will be the first introduction of the Title 1 programs at our school. Parents will be notified how funds are being spent to better educate our students. Parents will be made aware that because of Title 1 funds, tutoring is made available to all students in need. We will also readdress Title 1 during our May "graduation" meetings.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The faculty will provide full opportunities in parent involvement activities for all parents. Phone calls, newsletters, calendars, website access, as well as teacher communications will be available to parents. Mass emails will be sent out to parents regarding important dates and activities. The parent resource area will be available every day for parents to use for at home help with their student. Quarterly ELL reports will be run to monitor which families may require information in a different language. Parents with vision impairments may contact the school to have letters read to them.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count Activity Description of Implementation Strategy Person Responsible Anticipated Impact on Student Achievement Timeline

1 Maximizing parental involvement and participation in their child's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at

school [Section 111B(e)(10)] Open house, Parent Resource Center, parent conferences, Friday Morning Coffee, and Title 1 activities All staff Increasing parent involvement will increase student achievement Ongoing

2 Adopting and implementing model approaches to improving parental involvement [Section 111B(11)] Continued search of new and innovative activities All staff and Title 1 Lead Teacher Increased parent involvement positively effects student achievement Ongoing

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Evaluation of the 2017-2018 Parental Involvement Plan
Building Capacity Summary

Provide a summary of activities provided during the 2017-2018 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Literacy and Movie Night- All about Planners 1 42 Parents will learn easy and quick ways to build their child's literacy. Parents will learn different ways to use the planners more effectively for home-school communication.

2 Math/Science Night: Parents learn fun and exciting ways to help their children build math and science skills at home

3 FSA Breakfast : Parents will learn more details (including dates and times) of the new FSA test

4 End the Summer Gap: Parents will receive summer learning materials for their student and discover easy and fun activities to support learning through the summer break.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2017-2018 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
-------	------------------------------	----------------------	------------------------	---

- 1 Preplanning: Improve staff's ability to work with parents
- 2 Implementation and coordination of PIP: Improve parent involvement to raise student achievement
- 3 Four Modules of Parent Involvement: Improve parent involvement to raise student achievement
- 4 Working with Parents: Improve teacher-parent relationships with tips on better, more effective communication

Barriers

Describe the barriers that hindered participation by parents during the 2017-2018 school year in parental involvement activities. Include the steps the school will take during the 2017-2018 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
-------	---	--

- 1 Single Parent, Two jobs Provide PowerPoint printouts for parents as well as flexible scheduling

Best Practices

Describe the parental involvement activity/strategy the school implemented during the 2017-2018 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice.

count	Content/Purpose	Description of the Activity
-------	-----------------	-----------------------------

- 1 Increasing Parent Participation Coffee with the principal. Parents were allowed to come in before work and speak with the principal about Title 1 and how it provides a better education for their student.

END OF Parental Involvement Plan

SEE BELOW

The school reaches out to the community for support through the following programs:

STEM: Through the school's STEM program, interested parents, businesses, educational institutions and community partners contribute, time, expertise, and material support to a program that supports student interest in science and technology.

Foster Grand Parents: The school partners with the Foster Grand Parent program to bring retired

volunteers to the school to work individually with at-risk students.

Parent Contacts-Businesses: The school regularly receives support in every form from parents and their friends in the community both as personal contributors and through businesses.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Mosley, Sarah	Principal
Drake, Neil	Administrative Support
Cruz, Elize	Teacher, K-12
Minsavage, Jeanne	Instructional Media

b. Duties

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

Principal, Sarah Sonberg, is the instructional leader of the school and coordinates all academic activities and personnel including; Title 1, ESE, tutoring, scheduling, curriculum adoption and utilization, students services, and other special activities.

Title 1 Lead Teacher, Lietty Suarez, is responsible for intervention coordination and delivery Language Arts Teacher, Elize Cruz, acts as curriculum specialist for language arts and promotion of literacy throughout the school.

Educational technology specialist and STEM Coordinator, Sarah Sonberg, has been charged with building the Science and Math programs and promoting a culture of technological interest at the school.

Educational Media specialist, Jeanne Minsavage, is responsible for coordinating computer use in classrooms, ensuring that students are making use of computers and technology on a daily basis and helping teachers coordinate technology and curriculum in the learning process.

Board Representative, Neil Drake, coordinates budgets regarding use of federal, state and local funding for services and programs. He is setting up a Title 11 program for teacher professional development aimed at familiarizing teachers with the new common and state core standards.

In our small school these instructional leaders meet daily on a formal and informal basis with each other and with all other school personnel to plan and coordinate instruction and intervention.

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.

Before the school year begins, during pre-planning and when necessary throughout the school year, the leadership team in conjunction with all school personnel meet to schedule teachers and classes, Title I tutoring, Title II professional development, psychological services, curricular needs including materials and activities, before and after school programs, extended day and extended year activities,

the school calendar, volunteer activities, technical and computer resources, programs and support, and all other school activities with an eye to maximizing resources towards maximizing high student performance on state standards. School leadership meets with all personnel to get input on needs and plans for each classroom and school program. The school leadership team uses this information to plan the school program and budget around the most important needs or deficits existing at the school. In this particular year the orientation has been to support the teaching of math as this was the school's lowest performing area in the past year.

The persons responsible for this planning are the principal, the board representative, the technology specialist, media specialist and the Title I lead teacher.

Data teams meet weekly to review incoming data from classroom teachers and coordinate focused tutoring. This data analysis drives our tutoring model. Instruction will be designed around individual student deficiencies on standards. Intervention specialists work with teachers to build small group instruction. Classroom teachers maintain and supply curriculum materials to tutors for students' individual intervention folders.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Arthur Newman - Board Member	Business/Community
Sevan Terzian - Board Member	Business/Community
Michele Borst -Board Member	Business/Community
Tom Allin - Board Member	Business/Community
Steven Borst Board Member	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Board of Directors of the One Room School House, a Florida charter school, serving as the school's SAC, has a representative that works closely with the school's principal and leadership team in developing all school activities. The board reviews and approves all required school documents including the school improvement plan.

b. Development of this school improvement plan

The board of directors, through its representative, works closely with the school administration, parents, and other stakeholders to monitor school progress, suggest improvements in areas that require attention, and closely follow the indicators detailed on the SIP. The board approves and continuously monitors and amends the school's budget with an eye to areas of critical need as suggested in the SIP.

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

The annual budget and spending plan is prepared within the framework of consultations between the principal, the representative of the board of directors, and key personnel overseeing school programs

such as Title I, Title II, ESE, After School, VPK, curriculum, facility maintenance, business management, tutoring programs, etc. The board of directors approves a planning budget in the spring for the following school year and amends this budget as required by program and revenue changes.

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

NA NO ITEMS IN BUDGET

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

No

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
Mosley, Sarah	Principal
Cruz, Elize	Teacher, K-12
Minsavage, Jeanne	Instructional Media

b. Duties

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

The LLT promotes literacy throughout the school by teaming with classroom teachers, administrators, tutors and extended day personnel to promote the following programs and activities.

Accelerated Reader: Every student from 2nd grade up must read a leveled book each week and prove it by passing the AR test. Students choose their own books based on individual interests and preferences. This program is incentivised and offers many opportunities outside of the regular school day for completion.

Tutoring: Students who are below level readers have many opportunities to receive help in attaining literacy goals during school from Title 1 tutors, after school from Title 1 tutors and other tutors funded by grants and after school revenues, on Saturdays during Saturday School, and especially during our 5 tutoring weeks when school is out.

VPK: Our VPK program promotes early literacy skills for future students using developmentally appropriate methods and curriculum.

Student Library: We have a massive student library with thousands of titles that have been chosen for and by our students so that every conceivable interest and content area is covered for the Accelerated Reader program and other class projects.

Computer Literacy: Early on our students are introduced to computer skills on a daily basis developing through use of one of our mobile computer labs. Computer literacy is gaining in importance at the school because of the new emphasis on computer based testing and the need for all students to express themselves using technology.

Core Standards Training: Teachers are learning emerging methodologies and content areas in literacy through core standard training.

Authors and Artists: Language Arts teachers are encouraging students to write and publish books and other materials through our Authors and Artists program.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers, other teaching staff, and principal meet regularly to discuss the changing curriculum, strategies to teach across curricula, and special events and programs that encourage literacy and participation. Art and social studies teachers are required to have a large writing component in their classes to promote literacy. They work closely with the Language Arts teacher to understand and promote the new standards for successful composition. Title I tutors work with classroom teachers on a daily basis to determine the best strategies curriculum content and incentives for individual students. The physical education team is tasked with promoting computer literacy skills on the many days when inclement weather moves classes indoors. Teachers meet and plan across grade levels to implement new standards and share strategies for student success. Math teachers meet to discuss changing standards and develop ways to cross teach curriculum with science teachers. The principal, as curriculum leader, meets daily with teachers and grade level and curriculum groups to plan strategies and review data. The tutoring team at the school consults regularly with the Title I lead teacher to review student progress and tutoring assignments. This team also meets daily with classroom teachers to evaluate changing student needs.

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

Salary and benefits are on par with school district. Personal teaching style is protected. A collegial atmosphere is maintained through encouragement by the leadership team and a positive management style. Teacher input into school function and atmosphere is highly sought and regarded.

The school recruits interns and tutors in the early stages of their careers and helps them through the growth process of teaching, often providing resources for certification, re-certification and adding certifications. The school only hires highly qualified, certified in-field teachers.

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

Most of our new classroom teacher hires begin as Title I teachers and spend much time in consultation with experienced classroom teachers before they become classroom teachers themselves. This gives new teachers a keen insight into the curriculum and strategies of experienced classroom teachers. All teachers, new and experienced, work with grade level or subject area teams that share insights on curriculum and students.

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.

Adopt State approved curriculum: All new curriculum acquisitions are selected from DOE approved vendors.

Make use of pacing calendars: Teachers create and utilize pacing calendars to guide and ensure the complete provision of all state standards in the instructional program.

Professional Development: The school provides numerous professional development opportunities through Title II and other resources so that teachers are able to stay current on the most current programs and materials that are aligned to Florida's 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.

Teachers, support staff, and administrators meet regularly to analyze student progress on standards. Results from statewide testing are used to determine the level of intervention for upper grade students. Fair testing is analyzed to determine the need for intervention in the lower grades. Weekly testing provides data to teachers and tutors as to the specific standards in which each student is proficient or requires supplemental instruction to master. Data is shared continuously between classroom teachers and tutors on each student's progress towards mastery of standards.

If a student fails to meet a standard on a curriculum test, that information is passed on in a file to the team that works with the student during the Title I pull out program, the Title I extended day program and the Title I extended year program. Additionally, if the student is in the ESE program, that information is passed on to the interventional specialist involved with the student. Tutors and intervention specialists use differentiated instruction materials included in the state approved scientifically researched curriculum series utilized at the school.

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: 7,500

Tutoring weeks are added at the end of the regular school year. Students who are deficient on standards have the opportunity to come to school for an extra twenty hours of tutoring guided practice on specific standards they have yet to master. All tutors are highly qualified and certified teachers who are familiar with the students they tutor.

Strategy Rationale

Increased opportunities for mastering state standards should occur regularly and often.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mosley, Sarah, s.mosley@orsh.net

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

Data on student performance in classroom activities, curriculum testing and all standardized testing will be utilized to determine student gains in the population that attends tutoring weeks.

Strategy: Extended School Day

Minutes added to school year: 5,400

Math after school tutoring program

Strategy Rationale

Students who have not yet mastered standards benefit from attending tutoring after school for additional instruction individually or in very small groups.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mosley, Sarah, s.mosley@orsh.net

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

Improvements in test scores in the classroom and FSA

Strategy: Extended School Day

Minutes added to school year: 4,800

Using Achieve 3000 during after school hours to help students with reading deficiencies.

Strategy Rationale

Students who have not yet mastered standards benefit from attending tutoring after school for additional instruction individually or in very small groups.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mosley, Sarah, s.mosley@orsh.net

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

Data on student performance in classroom activities, curriculum testing and all standardized testing will be utilized to determine student gains in the population that attends tutoring weeks.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The school provides Voluntary Pre-Kindergarten as well as a kindergarten orientation to help young students in the community familiarize themselves with One Room. The school has an "Early Graduation" program wherein students "graduate" to the next grade level after state testing for the last month of school. This helps students become familiar with the following year's curriculum and serves to re-energize students and teachers at the end of a long year.

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.

STEM program brings in speakers and demonstrations of engineering and science activities that promote awareness of technology careers.

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.

STEM program brings in speakers and demonstrations of engineering and science activities that promote awareness of technology careers.

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.

The High School Feedback Report indicates that nearly half of Alachua County's graduates do not attaining level 3 in reading. Our school will concentrate on promoting literacy to its 75% free and reduced lunch population. This insures that we are contributing to student readiness in all areas. We accomplish this by the implementation of the Accelerated Reading program, Title I tutoring for reading, and the Achieve 3000 after school reading program.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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. Increase percentage of students making learning gains in mathematics.

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 percentage of students making learning gains in mathematics. 1a

G095815

Targets Supported 1b

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

AMO Math - All Students

Targeted Barriers to Achieving the Goal 3

- Low student gains in math in previous year indicates that students will have more difficulty achieving gains on new state standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I tutors, Classroom teachers, STEM Program, State Approved Curriculum, Title II professional development.

Plan to Monitor Progress Toward G1. 8

Progress on this goal will be monitored throughout the year by reviewing student scores on curriculum exams and On-Track testing, through frequent and regular meeting teachers, tutors, and leadership team members regarding individual students and strategies, teacher participation in professional development, and by monitoring attendance of students at extended day and extended school year activities.

Person Responsible

Schedule

Weekly, from 7/17/2017 to 5/8/2018

Evidence of Completion

Tutoring records will be collected and monitored. Attendance records from STEM activities and extended day and year programs will be collected and monitored. Teacher participation in professional development activities will be recorded and monitored.

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. Increase percentage of students making learning gains in mathematics. **1**

 G095815

G1.B1 Low student gains in math in previous year indicates that students will have more difficulty achieving gains on new state standards. **2**

 B257933

G1.B1.S1 Increase amount and opportunities for mathematics tutoring. **4**

 S272995

Strategy Rationale

In order to make gains in mathematics, students need as much individualized instruction as possible.

Action Step 1 **5**

Mathematics tutoring will be emphasized and increased by hiring a Title I tutor for math tutoring, hiring at least one other math tutor with other funds and by emphasizing math tutoring in after school and extended day programs.

Person Responsible

Sarah Mosley

Schedule

Daily, from 7/17/2017 to 5/8/2018

Evidence of Completion

Time Logs of student tutoring will be kept and monitored.

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

Leadership team will meet regularly in whole and in sub-groups to review data and brainstorm new activities to support this strategy. Any additional opportunities for math tutoring will be employed.

Person Responsible

Schedule

Biweekly, from 7/17/2017 to 5/8/2018

Evidence of Completion

Time logs of student tutoring will be kept and monitored.

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

Increased student tutoring should result in increased student progress toward attainment of standards. Therefore, student success on classroom testing will be the indicator of effectiveness for this strategy.

Person Responsible

Schedule

Biweekly, from 9/4/2017 to 5/8/2018

Evidence of Completion

Student progress on in-class testing and On-Track testing will be monitored by classroom teachers and tutors.

G1.B1.S2 Implement and grow the school's STEM program. 4

 S272996

Strategy Rationale

Promoting an interest in Science-Technology-Engineering and Math through extra curricular activities and in the classroom will motivate students to to increase math skills.

Action Step 1 5

Promoting an interest in Science-Technology-Engineering and Math through extra curricular activities will motivate students to increase math skills.

Person Responsible

Sarah Mosley

Schedule

Weekly, from 9/1/2017 to 5/4/2018

Evidence of Completion

Records of attendance and participation in the school's Roackets and Robots program.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership team will monitor attendance, activities, professional development, and interest in the program.

Person Responsible

Neil Drake

Schedule

Monthly, from 9/4/2017 to 5/8/2018

Evidence of Completion

Records of spending on the program, attendance of students, reports of activities and participation in professional development.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The effectiveness of this program will depend on increased student participation and the overall growth of learning opportunities provided by the program. Both of these indicators will be monitored and the program will be supported with increased funding for more and better learning opportunities and activities.

Person Responsible

Neil Drake

Schedule

Monthly, from 9/29/2017 to 5/8/2018

Evidence of Completion

Attendance records for program activities.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.A1 A366340	Promoting an interest in Science-Technology-Engineering and Math through extra curricular...	Mosley, Sarah	9/1/2017	Records of attendance and participation in the school's Rockets and Robots program.	5/4/2018 weekly
G1.MA1 M392671	Progress on this goal will be monitored throughout the year by reviewing student scores on...		7/17/2017	Tutoring records will be collected and monitored. Attendance records from STEM activities and extended day and year programs will be collected and monitored. Teacher participation in professional development activities will be recorded and monitored.	5/8/2018 weekly
G1.B1.S1.MA1 M392667	Increased student tutoring should result in increased student progress toward attainment of...		9/4/2017	Student progress on in-class testing and On-Track testing will be monitored by classroom teachers and tutors.	5/8/2018 biweekly
G1.B1.S1.MA1 M392668	Leadership team will meet regularly in whole and in sub-groups to review data and brainstorm new...		7/17/2017	Time logs of student tutoring will be kept and monitored.	5/8/2018 biweekly
G1.B1.S1.A1 A366339	Mathematics tutoring will be emphasized and increased by hiring a Title I tutor for math tutoring,...	Mosley, Sarah	7/17/2017	Time Logs of student tutoring will be kept and monitored.	5/8/2018 daily
G1.B1.S2.MA1 M392669	The effectiveness of this program will depend on increased student participation and the overall...	Drake, Neil	9/29/2017	Attendance records for program activities.	5/8/2018 monthly
G1.B1.S2.MA1 M392670	Leadership team will monitor attendance, activities, professional development, and interest in the...	Drake, Neil	9/4/2017	Records of spending on the program, attendance of students, reports of activities and participation in professional development.	5/8/2018 monthly

V. Professional Development Opportunities

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

G1. Increase percentage of students making learning gains in mathematics.

G1.B1 Low student gains in math in previous year indicates that students will have more difficulty achieving gains on new state standards.

G1.B1.S2 Implement and grow the school's STEM program.

PD Opportunity 1

Promoting an interest in Science-Technology-Engineering and Math through extra curricular activities will motivate students to increase math skills.

Facilitator

ASCD

Participants

Classroom Teachers

Schedule

Weekly, from 9/1/2017 to 5/4/2018

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	Mathematics tutoring will be emphasized and increased by hiring a Title I tutor for math tutoring, hiring at least one other math tutor with other funds and by emphasizing math tutoring in after school and extended day programs.				\$0.00
2	G1.B1.S2.A1	Promoting an interest in Science-Technology-Engineering and Math through extra curricular activities will motivate students to increase math skills.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title II		\$8,000.00
			<i>Notes: On Line Common Core Training to teach across curricula</i>			
					Total:	\$8,000.00