

Lake County Schools

Altoona School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	14%

School Grades History

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

**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 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 Altoona School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 (AS) was created to serve the community. The school learns about the cultures of the community by being an active part of that community. Activities include Open House, Fall Festivals, holiday parades, and community outreach programs. The school works to build relationships with the students by utilizing the small scale of the school to foster a "by name" approach to interaction. All teachers and staff know the students by their first names. Teachers contact parents to foster a good working relationship that will translate to student success.

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

AS has a single point of entry campus. All areas are well lit both before and after school. AS has an open-style campus where students feel safe to walk, play and learn. Students feel respected at AS. All students are known by their names. Instruction in manners and being a contributing member of a community are part of every day's standard operating procedure. AS has zero-tolerance for bullying and any other activities that would emotionally or physically harm students.

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 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.

Attendance Early Warning: Data clerk informs administration when students are chronically absent. Data defines 10% of school missed as chronically absent. In order to prevent reaching this threshold, the administration will be informed when absenteeism reaches 5% of the school year. Administration will contact parents and also utilize the school social worker to make contact with the parents.

Suspensions: AS will monitor student suspension levels. As suspension correlates to increasing the likelihood of student drop out, administration will monitor suspension levels at AS. When students are suspended, those students will be monitored to ensure they do not suffer academically.

Course Failure in ELA or Mathematics: AS will utilize diagnostic testing to determine those students at risk of failing ELA or math during any grading period. Using classroom data and diagnostic testing, students will receive additional instructional time (MTSS when appropriate).

Level 1 on State Assessment: Any student that receives a 1 on a state assessment will receive interventions.

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	6	8	10	10	3	0	0	0	0	0	0	0	0	37
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	7	7	9	6	11	12	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	11	17	14	0	0	0	0	0	0	0	42

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	6	0	3	0	0	1	0	0	0	0	0	0	0	10

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 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

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

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
Nelson, Beth	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 the assistant principal, 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.

Grade levels meet at a minimum weekly to plan and discuss strategies. Administration, ESE, MTSS attend that meeting at least twice a month.

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
Allison Hinton	Parent
Dawn Cerney	Teacher
Walter Schmidt	Principal
Clayton Coates	Parent
Emily Logan	Parent
Raquelle Colcott	Parent
Sarah Totten	Parent
Julie Brewster	Parent

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 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 1 primary improvement project. Academic Need
 Additional Aide - 18,000

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
Smith, Jessica	Teacher, K-12
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.

Supporting and promoting AR testing.

Using diagnostic and benchmark testing to target specific areas of need.

Using results from 2016-2017 FSA testing to target areas of need. (ex.Integration of Knowledge and Ideas)

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 on each grade level share common planning periods. Teachers meet to discuss teaching strategies. Grade level meetings occur weekly. 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. Altoona School also continuously self checks to make sure that the curriculum being taught matches the information and rigor required by the Florida Standards. AS keeps curriculum up to date. Teachers are observed and evaluated by administration. The AS charter board governs the actions of the school.

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 using data can be seen in the 2017 ELA results and the information the school used from the results. Our scores in Integration of Knowledge and Ideas were very poor. This information allows us to target that area and use resources to strengthen that area. During pre-planning, administration met with each grade level to discuss their specific areas of need, beyond Integration of Knowledge and Ideas. Each area was discussed, plans were made, and a goal agreed upon. 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:** After School Program**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)

- Core Academic Instruction

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 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.

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. In addition, incoming kindergarten students are given a screening. This allows teachers to have some information on where their students stands when he/she enters elementary school.

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 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.

Point of strength: ELA- Craft and Structure, Language and Editing

Math - Numbers and Operations in Base 10 (4th), Operations, Algebraic Thinking, and Numbers to Base

10 (3rd)

Areas of Weakness: ELA-Key Ideas and Details, Integration of Knowledge and Ideas, Text-based Writing
Math - Operations and Algebraic Thinking, Number and Operations to Base Ten, Measurements Data and Geometry

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.

Writing: There is a need to revamp our writing curriculum to reflect the text based approach and its inclusion overall in the ELA.

Integration of Knowledge and Ideas and Key Ideas and Details: Grade levels will meet to find out where the deficits are in the curriculum.

Math: All the areas are being reviewed by grade levels as the content areas are different in the grade levels.

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.** Using FSA data from 2016-2017, the school will look to improve the area of Integration of Knowledge and Ideas from an overall school average of 38% and Key Ideas and Details from an average of 52% overall, to a school wide average of 65% in both content areas. There will be monitoring on each grade level by admin.

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. Using FSA data from 2016-2017, the school will look to improve the area of Integration of Knowledge and Ideas from an overall school average of 38% and Key Ideas and Details from an average of 52% overall, to a school wide average of 65% in both content areas. There will be monitoring on each grade level by admin. 1a

G097962

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of content area.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher meetings with the intent of sharing those strategies which are most affective.
- Professional development.
- Curriculum acquired by the school to supplement what already exists.

Plan to Monitor Progress Toward G1. 8

Scores and results of diagnostic testing.

Person Responsible

Walter Schmidt

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Scores that the students receive and how they will be charted to show 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. Using FSA data from 2016-2017, the school will look to improve the area of Integration of Knowledge and Ideas from an overall school average of 38% and Key Ideas and Details from an average of 52% overall, to a school wide average of 65% in both content areas. There will be monitoring on each grade level by admin. **1**

 G097962

G1.B1 Teacher knowledge of content area. **2**

 B263394

G1.B1.S1 Group meetings to share the best strategies. **4**

 S278945

Strategy Rationale

Teachers teaching teachers.

Action Step 1 **5**

Teachers will meet in moderated grade level meetings that will include a rep from admin and MTSS.

Person Responsible

Walter Schmidt

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Minutes will be taken from the meeting and shared with the grade level and other grade levels when applicable.

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

Teachers will submit their plans to include what is being done regarding the area of need.

Person Responsible

Walter Schmidt

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Baseline and diagnostic tests.

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

Student achievement.

Person Responsible

Walter Schmidt

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Scores and performance data.

G1.B1.S2 Professional Development in Reading 4

S278946

Strategy Rationale

Continuing education for teachers.

Action Step 1 5

Teachers receive continuing education in Growth of Successful Readers and Teaching Reading in Small Groups

Person Responsible

Dawn Cerney

Schedule

On 2/14/2018

Evidence of Completion

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

The program will show who has completed the program. Teachers will use learned information in classes.

Person Responsible

Dawn Cerney

Schedule

Monthly, from 10/4/2017 to 2/14/2018

Evidence of Completion

Testing scores. Both in class and FSA's.

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

The program will show who has completed the program. Teachers will use learned information in classes.

Person Responsible

Dawn Cerney

Schedule

Monthly, from 10/4/2017 to 2/14/2018

Evidence of Completion

Testing scores. Both in class and FSA's.

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

Teacher observations.

Person Responsible

Walter Schmidt

Schedule

Monthly, from 10/4/2017 to 4/11/2018

Evidence of Completion

Teachers will be observed during small reading group time.

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.MA1 M406289	The program will show who has completed the program. Teachers will use learned information in...	Cerney, Dawn	10/4/2017	Testing scores. Both in class and FSA's.	2/14/2018 monthly
G1.B1.S2.MA1 M406290	The program will show who has completed the program. Teachers will use learned information in...	Cerney, Dawn	10/4/2017	Testing scores. Both in class and FSA's.	2/14/2018 monthly
G1.B1.S2.A1 A375844	Teachers receive continuing education in Growth of Successful Readers and Teaching Reading in Small...	Cerney, Dawn	10/4/2017		2/14/2018 one-time
G1.B1.S2.MA1 M406288	Teacher observations.	Schmidt, Walter	10/4/2017	Teachers will be observed during small reading group time.	4/11/2018 monthly
G1.B1.S1.MA1 M406286	Student achievement.	Schmidt, Walter	8/28/2017	Scores and performance data.	5/18/2018 biweekly
G1.B1.S1.MA1 M406287	Teachers will submit their plans to include what is being done regarding the area of need.	Schmidt, Walter	8/28/2017	Baseline and diagnostic tests.	5/18/2018 biweekly
G1.B1.S1.A1 A375843	Teachers will meet in moderated grade level meetings that will include a rep from admin and MTSS.	Schmidt, Walter	8/21/2017	Minutes will be taken from the meeting and shared with the grade level and other grade levels when applicable.	5/18/2018 biweekly
G1.MA1 M406291	Scores and results of diagnostic testing.	Schmidt, Walter	8/28/2017	Scores that the students receive and how they will be charted to show growth.	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Using FSA data from 2016-2017, the school will look to improve the area of Integration of Knowledge and Ideas from an overall school average of 38% and Key Ideas and Details from an average of 52% overall, to a school wide average of 65% in both content areas. There will be monitoring on each grade level by admin.

G1.B1 Teacher knowledge of content area.

G1.B1.S2 Professional Development in Reading

PD Opportunity 1

Teachers receive continuing education in Growth of Successful Readers and Teaching Reading in Small Groups

Facilitator

Heinemann

Participants

All teachers and administration.

Schedule

On 2/14/2018

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	Teachers will meet in moderated grade level meetings that will include a rep from admin and MTSS.				\$0.00
2	G1.B1.S2.A1	Teachers receive continuing education in Growth of Successful Readers and Teaching Reading in Small Groups				\$7,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	390-Other Purchased Services	9028 - Altoona School	Title II		\$7,200.00
			<i>Notes: Notes</i>			
					Total:	\$7,200.00