

James M. Anderson Elementary School



2014-15 School Improvement Plan

James M. Anderson Elementary School

815 SE 351 HWY BLDG 1, Cross City, FL 32628

<http://dixieschools.dixie.k12.fl.us/aes/default.htm>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
20%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

This plan was approved by the Dixie County School Board on 1/13/2015.

SIP Authority and Template

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

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

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

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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 resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement

The mission of Anderson Elementary School staff is to focus all students on academics, attendance, higher state mandated test scores, respect and values through positive student, parent and community involvement.

We are a caring and compassionate campus and make decisions based on the best interest of our students.

GOALS

- Ensure safety and security of all students.
- Results of all SAT 10 scores will be above the 39th% and state mandated test scores will be above the state average.
- To earn enough points on state assessments to achieve "A" school status.
- All bottom quartile students in grades 3-5 will show 75% growth.
- To increase knowledge of Florida Standards and begin the implementation process.
- To provide our students with the knowledge of what appropriate school behavior looks like and to model this behavior.
- To teach our students the importance of neatness and taking pride in keeping our campus clean.

Provide the school's vision statement

To provide all students educational opportunities within a safe environment conducive to learning which will enable them to become thriving, successful and productive students.

School Environment

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

- Teachers show interest and concern, express respect and hold students to high expectations.
- Teachers infuse curriculum with studies of diverse human cultures.
- Teachers attend sporting, church and other social activities outside of school hours.
- Teachers make home visits to their students' homes.

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

- Supervision is provided as early as 7:30 a.m. where students can have breakfast.
- Behavior management systems are in place in each classroom and incentives are provided for good citizenship.
- After-school supervision of pick up and bus area and after-school tutoring sessions are available.

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

1. Rules/consequences are posted in every classroom.
2. Positive 'Caught Being Good' tickets

3. 'Scholar Dollars' positive behavior system
4. Walking procedures in place using painted sidewalks.
5. Positive sidewalk signs
6. Organized grade level seating in lunchroom
7. Student of the Month

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 social-emotional needs of the students at Anderson Elementary are met using a tiered approach. The lowest level of support for our students is ensured by teachers maintaining a friendly and safe environment. Students are greeted warmly by teachers and staff when they arrive at school and throughout the day. Bulletin boards and classroom programs ensure that positive behaviors are encouraged and negative behaviors (e.g. bullying et. al.) are discouraged. As students needs for emotional support increase, counseling services are available through the Guidance Office. Both group and individual counseling sessions are available with our certified school guidance counselor. As parents are the most powerful resource we have, they are involved with prompt communication as student needs arise. When parents and staff agree that a student has social emotional needs which cannot be met by school staff, local agencies (e.g. Meridian Behavior Healthcare Inc.) may be involved.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Please see our 2014-2015 Parental Involvement Plan.

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

We are currently implementing a community project called Adopt-A-Classroom. This is where businesses in our community donate to a classroom here at our school. We have contacted many businesses and donations have already started to arrive. The businesses were also encouraged to come visit their 'adopted classroom' to share what their business is all about. Our hope is this will involve our community in the education of our kids and help with classroom needs.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Thomas, Michael	Principal
Cooper, Karen	Instructional Coach
McCaskill, Kristen	Assistant Principal
Kreinbuhl, John	Guidance Counselor

Duties

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

Principal-Administrative guidance as needed; to stay abreast of student needs (Mike Thomas)

Assistant Principal-Same as the Principal (Kristen McCaskill)

Guidance Counselor-Keeps the Leadership Team on task and keeps us focused on correct team procedures; provides individual student data as needed; helps with the MTSS/RTI documentation process (John Kreinbuhl)

Reading Coach-Provides leadership for the team; helps teachers make decisions on student placement within tiers; provides all assessment data for the meeting; record-keeping; ensures all Tier 2 and 3 data is accurately documented (Karen Cooper)

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

Implementation

Using Discovery Education assessment data and teacher input, students are placed in tiers for instruction.

Tier 1 student needs are met by the classroom teacher during the initial instruction period.

In addition to the initial instruction the Tier 2 student needs are met with an additional block of time to meet their individual needs. This is also provided by the regular classroom teacher using the assessment data that Discovery Ed provides.

In addition to the Tier 1 and Tier 2 instruction provided, our Tier 3 students needs are met by a third block of time for instruction. This is provided by one of the following: classroom teacher; reading coach; P.E. coach; assistant principal; or guidance counselor.

Monitoring

Every four weeks our Tier 2 and 3 students are reassessed. At this time the grade level team meets and makes decisions about new placements for these students depending on their progress the previous four weeks. This cycle is repeated every four weeks.

Three times a year our school-wide MTSS/RTI team meets and makes data-based decisions on student movement up or down within the tiers.

Funding for all instruction is provided out of district and Title 1 funds.

Our town, Cross City, is in a rural part of our state. We are also on the Gulf coast. Agriculture, fishing, and the timber industry support many families in our community. Our school is carefully and thoughtfully trying to meet the needs of our students through these federal, state and local programs.

Frances Bray, our Title 1 coordinator is our district contact person for Title 1 and most of these other programs. She makes sure the needs of these students are met so that they can participate in our academic programs on an equal basis with our other students. Extra para-pros have been hired to assist some of these subgroup students, extra materials are provided, etc.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jamie NesSmith	Parent
Candy Snedeker	Parent
Lola Butler	Parent
Raquel Rood	Parent
Shauna Sipf	Parent
Mike Thomas	Principal
Kristen McCaskill	Teacher
Carol Anne Forehand	Teacher
April Kight	Teacher
BoKaye Wright	Education Support Employee
Beth Palmer	Education Support Employee
Danny Forehand	Business/Community
Beverly Baumer	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Members of the previous year's SAC have evaluated the previous year's SIP and found it satisfactory.

Development of this school improvement plan

Our SAC committee works closely with the faculty and staff of Anderson Elem. School and performance data is available to them. The SAC chair has been an integral part of the writing of this SIP.

Preparation of the school's annual budget and plan

NA at this time

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

School Improvement funds were used for:

1. Student FCAT rewards-\$384.00
2. Student rewards/incentives-\$2,612.09
3. Student memorial-\$173.26
4. Test prep materials-\$987.22
5. Bulletin board paper-\$451.50

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Thomas, Michael	Principal
McCaskill, Kristen	Assistant Principal
Allen, Anna	Teacher, K-12
Forehand, Carol	Teacher, K-12
Cooper, Karen	Instructional Coach
Chesser, Amalia	Teacher, K-12
Kreinbuhl, John	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

One major focus for this school year is continuing to teach with rigor. This includes text complexity, close reading, scaffolding, text-dependent questioning, supporting answers from the text and providing writing opportunities to support comprehension.

We are also using the text: 'Advancing Schools: Insights from Exemplary Leaders' to help us promote literacy within our school.

Public and Collaborative Teaching

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

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

Anderson Elementary works at building positive relationships with families to increase involvement through the following efforts:

1. Clearly communicating the school's mission and vision to parents through written documents, including the school's Parent Involvement Plan, newsletters, and the School/Parent Compact, through discussion at parent meetings, including the annual Title 1 meeting, and through posting on the district and school websites;
2. Keeping parents informed of their child's progress through regular reports of results from progress monitoring instruments, timely notes, emails and/or phone calls from teachers when a child is falling behind, opportunities for parent/teacher conferences at least quarterly, and grade reports at the end of each quarter;
3. Offering opportunities for parents to participate in their child's education, through volunteering, observing classes, and/or becoming a member of the school's Advisory Council and/or the District Advisory Council;
4. Providing opportunities for parents to meet with school staff, including during the Open House, parent meetings, and parent/teacher conferences.

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

Our principal, Mike Thomas is responsible for teacher recruitment. Some of the strategies he uses includes attending job fairs, advertising in the Gainesville Sun, staying connected to other districts and lets them know our needs, etc.

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

First year teachers and teachers new to a teaching position, were strategically placed in the same grade level with at least one experienced teacher. They meet on a regular basis for guidance and support. Opportunities are also provided for these teachers to observe in other classrooms in our school and at our sister school, Old Town Elementary School.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Anderson Elementary School selects and uses programs and materials that are on the state adopted list. Teachers are also required to curriculum map using state standards and core materials to ensure all standards are taught and reviewed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Anderson Elementary School uses data to provide and differentiate instruction to meet the diverse needs of students in the following ways:

- Rtl process uses diagnostic and progress monitoring data to focus on the instructional level and need of each student. Every four weeks levels/needs are adjusted for Tier 2 and 3 students through progress monitoring.
- A huge data board is displayed at the entrance of the school showing how school data is changing over time.
- Students are chosen for the after-school tutoring program based on data.
- Students with the greatest learning needs are placed in smaller groups with additional teaching assistance.
- Low performing students are tracked throughout the school year to provide additional assistance as needed.

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: 5,760

To increase the instruction time in core academic subjects for students with the greatest needs.

Strategy Rationale

This will give struggling students the additional time needed to come up to their needed levels.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Cooper, Karen, karencooper@dixie.k12.fl.us

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

SAT 10 and FSA will provide the data showing the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

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

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

Our incoming Kindergarten students come from several different Preschool programs within our community. In late spring we invite them to bring their students to visit our campus. During this visit they get to walk through our Kindergarten classrooms and we then give them a screening assessment to determine readiness for Kindergarten. The children end their visit with a trip to the playground.

Kindergarten registration is ongoing throughout the summer for the parents convenience. They can come to the school Monday through Thursday between 7:30 and 4:00.

Our Kindergarten parents and students attended a 'Meet the Teacher' night in August, the week before school started. The students had received a postcard from their teacher earlier in the week telling them how excited their new teacher was to meet them.

Parents are invited to participate during the school year in various activities that occur during the regular school day. Special parent lunches, programs, etc.

Outgoing 5th graders who will go to the middle school the following year participate in a welcoming assembly, a field day at their new school and a tour of their new campus.

College and Career Readiness

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

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

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

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

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.** Anderson Elementary School will increase the number of lowest performing students making math learning gains from 57% to 65%.
- G2.** Anderson Elementary School will increase the percentage of students who are reading proficiently from 49% to 65%.
- G3.** The number of students making learning gains in Math will increase from 53% to 60%.

Strategic Goals Detail

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

G1. Anderson Elementary School will increase the number of lowest performing students making math learning gains from 57% to 65%. 1a

G040373

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Professional Development opportunities
- Targeted instruction in area of need; small group instruction; reinforcement in centers
- XtraMath program
- Quik Piks
- Accelerated Math
- STAR Math
- Study Island
- Discovery Education videos
- Study Jams
- Brain Pop
- Sum Dog

Targeted Barriers to Achieving the Goal 3

- Attendance issues
- Memorization of basic facts

Plan to Monitor Progress Toward G1. 8

Progress toward meeting the goal will be measured using our Discovery Education Math data showing an increase in Math scores of our low performing students.

Person Responsible

Karen Cooper

Schedule

Semiannually, from 9/5/2014 to 4/3/2015

Evidence of Completion

Discovery Ed. assessment data will be collected to demonstrate the goal is being monitored and whether progress is being made.

G2. Anderson Elementary School will increase the percentage of students who are reading proficiently from 49% to 65%. 1a

G040374

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0

Resources Available to Support the Goal 2

- Guidance Counselor
- Principal
- Parent Contact
- Response to Intervention
- Reading resources including: Adopted reading series materials; Zoom-In; Stride Academy; Achieve 3000; Study Island; Accelerated Reader; STAR Reading; Discovery Education; leveled readers

Targeted Barriers to Achieving the Goal 3

- Student comprehension of rigorous text

Plan to Monitor Progress Toward G2. 8

Progress toward meeting the goal will be measured using our Discovery Education data showing an increase in the percentage of students who are reading proficiently from 31% (AP1) to 65% (AP2).

Person Responsible

Karen Cooper

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Discovery Ed. assessment data will be collected to demonstrate the goal is being monitored and whether progress is being made.

G3. The number of students making learning gains in Math will increase from 53% to 60%. 1a

G040375

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0

Resources Available to Support the Goal 2

- A para-professional to assist the teacher
- Reduce size class to 11-13 students
- Teachers will be highly qualified

Targeted Barriers to Achieving the Goal 3

- Lack of parental support
- Poor student behavior

Plan to Monitor Progress Toward G3. 8

Discover Ed. data will be collected and reviewed to monitor an increase in learning gains in Math.

Person Responsible

Karen Cooper

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Discover Ed. Math data will be analyzed and categorized into the following categories: below average growth, average growth and above average 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. Anderson Elementary School will increase the number of lowest performing students making math learning gains from 57% to 65%. **1**

 G040373

G1.B1 Attendance issues **2**

 B116073

G1.B1.S1 'Timely Attendance' (sno-cones, extra PE time at the middle school as a reward for good attendance) **4**

 S127775

Strategy Rationale

The students will see this as motivation to attend school as often as possible.

Action Step 1 **5**

'Timely Attendance'--Extra PE time at the middle school and sno-cones will be given to students with 3 or less absences each 9 weeks.

Person Responsible

Michael Thomas

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance data will be collected, charted and prepared by the instructional coach and will be collected at the end of each Timely Attendance quarterly period.

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

Students and teachers alike will monitor the implementation of this strategy. Support staff will include office personnel and classroom teachers.

Monitoring will occur at the end of each nine weeks grading period.

Person Responsible

Carol Forehand

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance sheets from Skyward

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

Attendance data will be collected, charted and prepared by the instructional coach and will be collected at the end of each Timely Attendance event. Mid-year the SIP committee will evaluate progress.

Person Responsible

Karen Cooper

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Strategies will be monitored using the following categories: Successful response to Timely Attendance: an increase of more than 5% of students with three or less absences during each grading period. Questionable response to Timely Attendance: a gain or loss of 5% of students with three or less absences during each grading period. Poor response to Timely Attendance: a loss of more than 5% of students with three or less absences during each grading period.

G1.B1.S2 Letters to parents of students who have excessive absences 4

S127776

Strategy Rationale

Parents will begin to understand the importance of having their children at school as often as possible.

Action Step 1 5

Attendance data will be collected.
Letters will be sent to parents of students who have excessive absences.

Person Responsible

John Kreinbihl

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parents will receive the letter.

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

The principal will receive data from the guidance office. He will assist our guidance counselor in all ways possible to help increase student attendance and will monitor for fidelity.

Person Responsible

Michael Thomas

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Attendance reports

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

Weekly reports will be run to measure the reduction of the barrier.

Person Responsible

Karen Cooper


Schedule

Weekly, from 9/5/2014 to 6/5/2015


Evidence of Completion

Strategies will be monitored using the following categories: Successful response to parent letters: an increase of more than 5% of students with three or less absences during each grading period. Questionable response to parent letters: a gain or loss of 5% of students with three or less absences during each grading period. Poor response to parent letters: a loss of more than 5% of students with three or less absences during each grading period..

G1.B2 Memorization of basic facts 2

 B116074

G1.B2.S1 Use of the XtraMath basic facts online program. 4

 S130700

Strategy Rationale

This will increase student memorization of basic facts and help us monitor progress.

Action Step 1 5

Teachers will use the XtraMath online adaptive program. The literacy coach will administer the program and work on incentives for it while the teachers make sure the students are using it faithfully each day.

Person Responsible

Karen Cooper

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

XtraMath is self-monitoring. It notifies teachers, administrators and students when goals have been met or when there is an area of need.

Person Responsible

Karen Cooper

Schedule

Daily, from 9/5/2014 to 6/5/2015

Evidence of Completion

Evidence is collected by the literacy coach and displayed in the cafeteria to encourage students.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

A huge game board will be displayed in the cafeteria to monitor effectiveness of the program. This should help us monitor the reduction of the barrier as well as be an encouragement to the students.

Person Responsible

Karen Cooper

Schedule

Daily, from 9/5/2014 to 6/5/2015

Evidence of Completion

Collection of XtraMath data will serve as evidence of the program's effectiveness.

G2. Anderson Elementary School will increase the percentage of students who are reading proficiently from 49% to 65%. **1**

G040374

G2.B6 Student comprehension of rigorous text **2**

B118990

G2.B6.S1 1. Rtl process will provide Tier 2 and 3 students additional focused instruction on rigorous text.

4

S130788

Strategy Rationale

This will help our struggling readers become proficient readers.

Action Step 1 **5**

Students will be diagnostically assessed in Reading to find their instructional need.

Students will be placed in small groups (5 or less students) for additional reading instruction outside of the core reading block.

This instruction will be focused on each student's instructional need.

Students will be progress-monitored every 4 weeks for re-evaluation and decisions will be made on the focus of instruction for the next four-week cycle.

Person Responsible

Karen Cooper

Schedule

Monthly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Diagnostic and progress-monitoring data will be entered into our student management system-Skyward.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 **6**

The literacy coach is monitoring all student data entry into the Skyward system and meets with the teachers on a regular basis to discuss student needs.

Person Responsible

Karen Cooper

Schedule

Monthly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Data will be entered onto Skyward.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Student monitoring data will be watched closely by the classroom teachers and literacy coach. Adjustments will be made as needed to monitor effectiveness.

Person Responsible

Karen Cooper


Schedule

Monthly, from 9/5/2014 to 6/5/2015


Evidence of Completion

An increase on progress-monitoring scores will serve as evidence that implementation is effective.


G3. The number of students making learning gains in Math will increase from 53% to 60%. 1

 G040375

G3.B2 Lack of parental support 2

 B097613

G3.B2.S1 Using a daily planner the teacher will stay in constant contact with the parents 4

 S108866

Strategy Rationale

Action Step 1 5

Planners will be purchased at the beginning of the school year for classroom use

Person Responsible

Kristen McCaskill

Schedule

On 6/5/2015

Evidence of Completion

Students will have planners with communication between parent and teacher

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrators will note the use of planners during classroom walkthroughs.

Person Responsible

Michael Thomas

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will see administrators in their classroom.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

An increase in parental support will be observed by the classroom teachers.

Person Responsible

Kristen McCaskill


Schedule

Weekly, from 8/18/2014 to 6/5/2015


Evidence of Completion

An increase in DE assessment data will show that students are receiving more support from their parents.

G3.B4 Poor student behavior **2**

 B097615

G3.B4.S2 School-wide positive reinforcements including: Caught Being Good, Scholar Dollars, movie and pickles/sno-cones **4**

 S134008

Strategy Rationale

Encouragement to students to behave well

Action Step 1 **5**

School-wide reinforcements will be explained to students.

Person Responsible

Michael Thomas

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The number of students qualifying for the reinforcements will increase.

Plan to Monitor Fidelity of Implementation of G3.B4.S2 **6**

The administration will monitor teacher implementation for fairness and accuracy.

Person Responsible

Michael Thomas

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Reduction in discipline reports on Skyward

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Administration will monitor effectiveness during classroom walk-throughs.

Person Responsible

Kristen McCaskill

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Skyward Discipline reports will show a decrease in students being referred for poor behavior.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Planners will be purchased at the beginning of the school year for classroom use	McCaskill, Kristen	8/18/2014	Students will have planners with communication between parent and teacher	6/5/2015 one-time
G1.B1.S1.A1	'Timely Attendance'--Extra PE time at the middle school and sno-cones will be given to students with 3 or less absences each 9 weeks.	Thomas, Michael	8/18/2014	Attendance data will be collected, charted and prepared by the instructional coach and will be collected at the end of each Timely Attendance quarterly period.	6/5/2015 quarterly
G1.B1.S2.A1	Attendance data will be collected. Letters will be sent to parents of students who have excessive absences.	Kreinbihl, John	8/18/2014	Parents will receive the letter.	6/5/2015 daily
G1.B2.S1.A1	Teachers will use the XtraMath online adaptive program. The literacy coach will administer the program and work on incentives for it while the teachers make sure the students are using it faithfully each day.	Cooper, Karen	9/5/2014		6/5/2015 weekly
G2.B6.S1.A1	Students will be diagnostically assessed in Reading to find their instructional need. Students will be placed in small groups (5 or less students) for additional reading instruction outside of the core reading block. This instruction will be focused on each student's instructional need. Students will be progress-monitored every 4 weeks for re-evaluation and decisions will be made on the focus of instruction for the next four-week cycle.	Cooper, Karen	9/5/2014	Diagnostic and progress-monitoring data will be entered into our student management system-Skyward.	6/5/2015 monthly
G3.B4.S2.A1	School-wide reinforcements will be explained to students.	Thomas, Michael	8/18/2014	The number of students qualifying for the reinforcements will increase.	6/5/2015 monthly
G1.MA1	Progress toward meeting the goal will be measured using our Discovery Education Math data showing an increase in Math scores of our low performing students.	Cooper, Karen	9/5/2014	Discovery Ed. assessment data will be collected to demonstrate the goal is being monitored and whether progress is being made.	4/3/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Attendance data will be collected, charted and prepared by the instructional coach and will be collected at the end of each Timely Attendance event. Mid-year the SIP committee will evaluate progress.	Cooper, Karen	8/18/2014	Strategies will be monitored using the following categories: Successful response to Timely Attendance: an increase of more than 5% of students with three or less absences during each grading period. Questionable response to Timely Attendance: a gain or loss of 5% of students with three or less absences during each grading period. Poor response to Timely Attendance: a loss of more than 5% of students with three or less absences during each grading period.	6/5/2015 quarterly
G1.B1.S1.MA1	Students and teachers alike will monitor the implementation of this strategy. Support staff will include office personnel and classroom teachers. Monitoring will occur at the end of each nine weeks grading period.	Forehand, Carol	8/18/2014	Attendance sheets from Skyward	6/5/2015 quarterly
G1.B2.S1.MA1	A huge game board will be displayed in the cafeteria to monitor effectiveness of the program. This should help us monitor the reduction of the barrier as well as be an encouragement to the students.	Cooper, Karen	9/5/2014	Collection of XtraMath data will serve as evidence of the program's effectiveness.	6/5/2015 daily
G1.B2.S1.MA1	XtraMath is self-monitoring. It notifies teachers, administrators and students when goals have been met or when there is an area of need.	Cooper, Karen	9/5/2014	Evidence is collected by the literacy coach and displayed in the cafeteria to encourage students.	6/5/2015 daily
G1.B1.S2.MA1	Weekly reports will be run to measure the reduction of the barrier.	Cooper, Karen	9/5/2014	Strategies will be monitored using the following categories: Successful response to parent letters: an increase of more than 5% of students with three or less absences during each grading period. Questionable response to parent letters: a gain or loss of 5% of students with three or less absences during each grading period. Poor response to parent letters: a loss of more than 5% of students with three or less absences during each grading period..	6/5/2015 weekly
G1.B1.S2.MA1	The principal will receive data from the guidance office. He will assist our guidance counselor in all ways possible to help increase student attendance and will monitor for fidelity.	Thomas, Michael	9/5/2014	Attendance reports	6/5/2015 weekly
G2.MA1	Progress toward meeting the goal will be measured using our Discovery Education data showing an increase in the percentage of students who are reading proficiently from 31% (AP1) to 65% (AP2).	Cooper, Karen	8/18/2014	Discovery Ed. assessment data will be collected to demonstrate the goal is being monitored and whether progress is being made.	6/5/2015 semiannually
G2.B6.S1.MA1	Student monitoring data will be watched closely by the classroom teachers and literacy coach. Adjustments will be made as needed to monitor effectiveness.	Cooper, Karen	9/5/2014	An increase on progress-monitoring scores will serve as evidence that implementation is effective.	6/5/2015 monthly
G2.B6.S1.MA1	The literacy coach is monitoring all student data entry into the Skyward system and meets with the teachers on a regular basis to discuss student needs.	Cooper, Karen	9/5/2014	Data will be entered onto Skyward.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Discover Ed. data will be collected and reviewed to monitor an increase in learning gains in Math.	Cooper, Karen	8/18/2014	Discover Ed. Math data will be analyzed and categorized into the following categories: below average growth, average growth and above average growth.	6/5/2015 semiannually
G3.B2.S1.MA1	An increase in parental support will be observed by the classroom teachers.	McCaskill, Kristen	8/18/2014	An increase in DE assessment data will show that students are receiving more support from their parents.	6/5/2015 weekly
G3.B2.S1.MA1	Administrators will note the use of planners during classroom walkthroughs.	Thomas, Michael	8/18/2014	Teachers will see administrators in their classroom.	6/5/2015 weekly
G3.B4.S2.MA1	Administration will monitor effectiveness during classroom walk-throughs.	McCaskill, Kristen	8/18/2014	Skyward Discipline reports will show a decrease in students being referred for poor behavior.	6/5/2015 daily
G3.B4.S2.MA1	The administration will monitor teacher implementation for fairness and accuracy.	Thomas, Michael	8/18/2014	Reduction in discipline reports on Skyward	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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