

students

school

teaching

improvement

strategic

collaborative

mission

vision

goals

family

community

involvement

public

and

achievement

increased

relationships

building

needs

assessment

resources

strategies

ambitious

effective

leadership

supportive

environment

8-Step

problem

solving

step

zero

college

and

career

Thacker Avenue Elementary For International Studies

301 N THACKER AVE, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

79%

Alternative/ESE Center

No

Charter School

No

Minority

80%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

C

C

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Thacker Avenue Elementary School for International Studies community is committed to academic excellence within a safe, supportive and enriching environment focused on mutual respect and inquiry based learning.

Provide the school's vision statement

Challenging all to be responsible citizens and leaders in the global community.

School Environment

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

Thacker Avenue Elementary school for International Studies is an International Baccalaureate school that focuses on the development of students through the incorporation of a global awareness for all. Relationships are built on the foundations of trust and honesty on the campus. The IB learner profile focuses on all staff and students to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective. Through the utilization of these traits by all, relationships flourish here at Thacker.

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

Thacker Avenue Elementary School for International Studies is an open campus with safety at the highest priority. Staff members are stationed on campus in strategic positions during the beginning and ending of school times. The front office is a welcoming environment that assists both parents and students alike. The school is fortunate enough to have an Extended Day program that allows parents to drop off students before and after school. The school also offers a free afternoon program for tutoring through the 21st Century Community Learning Centers grant.

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

Thacker Avenue Elementary School for International Studies is a Positive Behavior Support (PBS) school. The PBS approach is to help change behavior through a positive instructional strategies reinforced over time. Students are aware of both schoolwide and classroom expectations as well as consequences for inappropriate actions. School personnel are trained and aware of current district and schoolwide policies.

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

Thacker Avenue Elementary School for International Studies is able to ensure the social-emotional needs of all students are being met through both the IB learner profile and the utilization of a full-time guidance counselor. The IB Learner profile is reinforced both by the classroom and schoolwide

staff. The guidance counselor routinely meets with all grade levels and in addition pulls small groups of students specifically to work on individual social-emotional needs.

Early Warning Systems

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

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

The school's early warning system is utilized through the Focus Online Software. Reports are able to be compiled and analyzed based on the below criteria:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	30	25	40	43	54	35	227
One or more suspensions	2	5	13	16	15	20	71
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	37	32	25	94

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	
Students exhibiting two or more indicators	2	5	4	12	20	15	58

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

- Attendance reviewed by administration
- Discipline reviewed by administration
- Progress reports and report cards individually reviewed
- Level 1 students are in MTSS Tier 2 intervention or given extra remediation during the school day

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

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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
Osygian, Ben	Principal
DeLaFuentes, Yara	Assistant Principal

Duties

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

Ben Osygian- Principal- Supports the fidelity of the MTSS process.

Yara DeLaFuentes- Assistant Principal- Supports the fidelity of the MTSS process.

Maria Gomez- MTSS Coach- Schedules meetings. Is responsible for maintaining current and accurate data base for all students in Tier 2 and Tier 3.

Diane Rivers- Literacy Coach - Collects and presents both schoolwide Tier 1 and individual reading data and resources.

Christine Shaw- LRS - Collects and presents both schoolwide Tier 1 and individual math data and resources.

Keisy Campos- IB/PYP Coordinator - Schedules and facilitates IB planning to integrate FL standards to IB Programme of Inquiry.

Angie Burdue - School Psychologist - provide guidance on the process for testing and evaluations.

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

Schoolwide data is presented to entire staff at the beginning of the year. The leadership team meets on a weekly basis to discuss the state of current data and how to match available resources within the school.

New MTSS protocol is in place which gives teachers a set of guidelines and data collection to be in place prior to recommending students for further needed interventions. The percent of students meeting grade level expectations is reviewed and great emphasis has been placed on core instruction (Tier 1) guided reading. A great deal of professional development has been offered to all teachers in the 5 components of reading to strengthen core instruction. Progress monitoring schedules have been developed for all students to be monitored every 4-5 weeks in both running records and STAR reading assessments. K-2 teachers have a paraprofessional provide small group push-in support for core instruction.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Robert Bussiere	Parent
Elizabeth Carter	Parent
Keisy Campos	Teacher
Benjamin Osypan	Principal
Amber White	Parent
George White	Parent
Grant Lecerte	Parent
	Student

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

The school improvement plan is reviewed by members of the SAC throughout the year and at end of the school year.

Development of this school improvement plan

Throughout the year, data is shared with the committee. From this data, ideas are shared to promote positive growth in academic areas. Survey results are also shared and used to determine next steps.

Preparation of the school's annual budget and plan

The school's annual budget and plan is reviewed and disseminated at the SAC meetings.

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

School improvement funds are utilized to increase student achievement. SAC meetings are held for approval and review of spending.

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
Osygian, Ben	Principal
DeLaFuentes, Yara	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

AR celebrations - at least one per quarter.
Parent Academy - provide trainings for parents.
Professional Development and Book Studies.

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

The school encourages positive working relationships between teachers, including collaborative planning and instruction. The school has selected within the Marzano Framework for Teacher Evaluation, Element 55 - Promoting Positive Interactions with Colleagues. This element selection will be monitored and incorporated into teacher's final evaluations. Teachers are provided with IB training 10 times a year in addition to their daily block of planning.

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

The principal and assistant principal have a list of criteria and questions to follow at all interviews. Resumes and cover letter are carefully reviewed for credentials and prior experiences. Interview questions vary based on knowledge and experiences in classroom management, parental involvement, and content area specialties. Teacher are assigned a mentor upon being hired and they are supported continuously by the instructional coaches on campus.

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

All new teachers to TAESIS are assigned a mentor at their grade level. Teachers area paired up based on the number of years teaching and special expertise possessed. During the pre-planning session they have the opportunity to attend new teacher orientation presented by one of our teacher leaders. Some of the topics discussed curriculum guidelines, behavior plans, resouces available, and a school tour. Instructional coaches also meet with each new teacher about concerns and speciifc needs they may request assistance with.

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

The school ensures its core instructional programs and materials are aligned to Florida's standards through the utilization of CPALMS. CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions. The School District of Osceola County has also created a scope and sequence for all teachers to follow district wide.

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

Students take the STAR assessments in both Reading and Math on a quarterly basis. This data is desegregated and reviewed by the administration team as well as each individual teacher. After data is collected through the STAR assessment, teachers are able to look and identify specific weaknesses with each student. This data is also used to help group students for modified instructional techniques. This will allow students having difficulty attain proficiency and growth on state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,360

Students will be invited to participate in a Math and Reading extended learning opportunity. The program will be monitored biweekly to show progress. Students will be invited to participate Monday, Tuesday, Thursday, and Friday from the hours of 4-5pm in grades 3-5. ELL students in grades 2-5 will also be invited to participate in Oral Language Development, Vocabulary, and Reading.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Osypian, Ben, osypianb@osceola.k12.fl.us

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

Beginning of year assessments are analyze students are selected based on a correlation between both local and state assessments. Teacher and administrative input is always considered.

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

The classroom environment is transitioned easily due to the consistency between Pre-K and K. Center set-ups are extremely similar. VPK students are included into school-wide functions.

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

The school will be holding a career day at least one day this year. This will allow opportunities for all students to receive information about future careers. Several buildings have bulletin boards specifically targeted for college and career readiness. These bulletin boards have future careers and probing questions to spark student interests.

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** All students will be engaged in rigorous standard based core reading instruction, which will increase the proficiency of ALL of our students in the area of reading.
- G2.** All students will be engaged in rigorous standard based core mathematical instruction, which will increase the proficiency of ALL of our students in the area of mathematics.

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. All students will be engaged in rigorous standard based core reading instruction, which will increase the proficiency of ALL of our students in the area of reading. 1a

 G040722

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- Leveled Literacy Readers
- Journeys Textbook and Resources
- Reading Coach
- Literacy Team
- Literacy Night

Targeted Barriers to Achieving the Goal 3

- Poor academic background and vocabulary
- Attendance

Plan to Monitor Progress Toward G1. 8

Constant review of attendance reports/creating contact and meetings with parents.

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Decrease in absentism

G2. All students will be engaged in rigorous standard based core mathematical instruction, which will increase the proficiency of ALL of our students in the area of mathematics. 1a

G040723

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- Leveled Literacy Readers
- Journeys Textbook and Resources
- Reading Coach
- Literacy Team
- Literacy Night

Targeted Barriers to Achieving the Goal 3

- Poor academic background and vocabulary
- Attendance

Plan to Monitor Progress Toward G2. 8

Constant review of attendance reports/creating contact and meetings with parents.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Decrease in absentism

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. All students will be engaged in rigorous standard based core reading instruction, which will increase the proficiency of ALL of our students in the area of reading. **1**

 G040722

G1.B1 Poor academic background and vocabulary **2**

 B098585

G1.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction. **4**

 S109919

Strategy Rationale

Vocabulary development will increase proficiency in the area of reading.

Action Step 1 **5**

Provide professional development specific to results from STAR Reading

Person Responsible

Ben Osypian

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

PD sign-in sheets, Agendas, Reading Coach Feedback, Classroom Walkthroughs

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

Classroom Walkthroughs

Person Responsible

Ben Osypian

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Feedback through evaluation tool and individual feedback from coaches

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

Implementation of vocabulary/literacy centers

Person Responsible

Ben Osypian


Schedule

Monthly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Increase in grade level appropriate vocabulary in both formal and informal assessment

G1.B2 Attendance 2

 B098586

G1.B2.S1 Provide attendance incentives for all students 4

 S109920

Strategy Rationale

Students will be encouraged to attend school on a daily basis.

Action Step 1 5

Incentives will be provided for students achieving a certain level of attendance proficiency

Person Responsible

Ben Osypian

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Attendance records quarterly

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

Continuously review of attendance

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Meetings established due to attendance non-compliance with parents.

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

Reflect on effectiveness of providing effectiveness of incentive

Person Responsible

Ben Osypian


Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Review of Agenda/Minutes of Meetings

G1.B2.S2 Communication with parents via website and newsletter about expectations 4

 S109921

Strategy Rationale

Parents will be able to understand the importance of students attendance.

Action Step 1 5

Parent newsletters will target and inform parents on effects of students not attending school

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Parent Newsletter

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Maintain copies of newsletter

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Archived copies of newsletter

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Needs survey at the end of the year

Person Responsible

Ben Osypian


Schedule

Annually, from 8/18/2014 to 6/1/2015

Evidence of Completion

Results of survey

G1.B2.S3 School monitoring of attendance 4

 S109922

Strategy Rationale

Phone calls and letters will be utilized to hold students/parents accountable.

Action Step 1 5

School will monitor attendance concerns

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Truency letters/meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Progress monitor student performance/attendance

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Truency letters/meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Decrease in attendance issues

Person Responsible

Ben Osypian


Schedule

Monthly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Lead team minutes/agenda


G2. All students will be engaged in rigorous standard based core mathematical instruction, which will increase the proficiency of ALL of our students in the area of mathematics. 1

 G040723

G2.B1 Poor academic background and vocabulary 2

 B098589

G2.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction. 4

 S109924

Strategy Rationale

Vocabulary will increase subject area proficiency>

Action Step 1 5

Provide professional development specific to results from STAR Math

Person Responsible

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

PD sign-in sheets, Agendas, Reading Coach Feedback, Classroom Walkthroughs

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

Classroom Walkthroughs

Person Responsible

Ben Osypian

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Feedback through evaluation tool and individual feedback from coaches

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

Implementation of vocabulary/literacy centers

Person Responsible


Yara DeLaFuentes

Schedule


Evidence of Completion

Increase in grade level appropriate vocabulary in both formal and informal assessment

G2.B2 Attendance 2

 B098590

G2.B2.S1 Provide attendance incentives for all students 4

 S109925

Strategy Rationale

Students will be encouraged to attend school on a daily basis.

Action Step 1 5

Incentives will be provided for students achieving a certain level of attendance proficiency

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Attendance records quarterly

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Continuously review of attendance

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Meetings established due to attendance non-compliance with parents.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Reflect on effectiveness of providing effectiveness of incentive

Person Responsible

Ben Osypian


Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Review of Agenda/Minutes of Meetings

G2.B2.S2 Communication with parents via website and newsletter about expectations **4**

 S109926

Strategy Rationale

Parents will be able to understand the importance of students attendance.

Action Step 1 **5**

Parent newsletters will target and inform parents on effects of students not attending school

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Parent Newsletter

Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Maintain copies of newsletter

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/1/2014 to 6/1/2015

Evidence of Completion

Archived copies of newsletter

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 **7**

Needs survey at the end of the year

Person Responsible

Ben Osypian


Schedule

Annually, from 8/18/2014 to 6/1/2015

Evidence of Completion

Results of survey

G2.B2.S3 School monitoring of attendance 4

 S109927

Strategy Rationale

Phone calls and letters will be utilized to hold students/parents accountable.

Action Step 1 5

School will monitor attendance concerns

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Truency letters/meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Progress monitor student performance/attendance

Person Responsible

Ben Osypian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Truency letters/meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Decrease in attendance issues

Person Responsible

Ben Osygian

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lead team minutes/agenda

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
G1.B1.S1.A1	Provide professional development specific to results from STAR Reading	Osygian, Ben	8/18/2014	PD sign-in sheets, Agendas, Reading Coach Feedback, Classroom Walkthroughs	6/1/2015 quarterly
G1.B2.S1.A1	Incentives will be provided for students achieving a certain level of attendance proficiency	Osygian, Ben	8/18/2014	Attendance records quarterly	6/1/2015 quarterly
G1.B2.S2.A1	Parent newsletters will target and inform parents on effects of students not attending school	Osygian, Ben	8/18/2014	Parent Newsletter	6/1/2015 monthly
G1.B2.S3.A1	School will monitor attendance concerns	Osygian, Ben	8/18/2014	Truency letters/meetings	6/1/2015 monthly
G2.B1.S1.A1	Provide professional development specific to results from STAR Math		9/15/2014	PD sign-in sheets, Agendas, Reading Coach Feedback, Classroom Walkthroughs	6/1/2015 biweekly
G2.B2.S1.A1	Incentives will be provided for students achieving a certain level of attendance proficiency	Osygian, Ben	8/18/2014	Attendance records quarterly	6/1/2015 monthly
G2.B2.S2.A1	Parent newsletters will target and inform parents on effects of students not attending school	Osygian, Ben	8/18/2014	Parent Newsletter	6/1/2015 monthly
G2.B2.S3.A1	School will monitor attendance concerns	Osygian, Ben	8/18/2014	Truency letters/meetings	6/1/2015 monthly
G1.MA1	Constant review of attendance reports/ creating contact and meetings with parents.	Osygian, Ben	8/18/2014	Decrease in absentism	6/1/2015 monthly
G1.B1.S1.MA1	Implementation of vocabulary/literacy centers	Osygian, Ben	8/18/2014	Increase in grade level appropriate vocabulary in both formal and informal assessment	6/1/2015 monthly
G1.B1.S1.MA1	Classroom Walkthroughs	Osygian, Ben	8/18/2014	Feedback through evaluation tool and individual feedback from coaches	6/1/2015 weekly
G1.B2.S1.MA1	Reflect on effectiveness of providing effectiveness of incentive	Osygian, Ben	8/18/2014	Review of Agenda/Minutes of Meetings	6/1/2015 quarterly
G1.B2.S1.MA1	Continuously review of attendance	Osygian, Ben	8/18/2014	Meetings established due to attendance non-compliance with parents.	6/1/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	Needs survey at the end of the year	Osygian, Ben	8/18/2014	Results of survey	6/1/2015 annually
G1.B2.S2.MA1	Maintain copies of newsletter	Osygian, Ben	8/18/2014	Archived copies of newsletter	6/1/2015 monthly
G1.B2.S3.MA1	Decrease in attendance issues	Osygian, Ben	8/18/2014	Lead team minutes/agenda	6/1/2015 monthly
G1.B2.S3.MA1	Progress monitor student performance/ attendance	Osygian, Ben	8/18/2014	Truency letters/meetings	6/1/2015 monthly
G2.MA1	Constant review of attendance reports/ creating contact and meetings with parents.		8/18/2014	Decrease in absentism	6/1/2015 monthly
G2.B1.S1.MA1	Implementation of vocabulary/literacy centers	DeLaFuentes, Yara	Increase in grade level appropriate vocabulary in both formal and informal assessment	daily	
G2.B1.S1.MA1	Classroom Walkthroughs	Osygian, Ben	8/18/2014	Feedback through evaluation tool and individual feedback from coaches	6/1/2015 weekly
G2.B2.S1.MA1	Reflect on effectiveness of providing effectiveness of incentive	Osygian, Ben	8/18/2014	Review of Agenda/Minutes of Meetings	6/1/2015 quarterly
G2.B2.S1.MA1	Continuously review of attendance	Osygian, Ben	8/18/2014	Meetings established due to attendance non-compliance with parents.	6/1/2015 monthly
G2.B2.S2.MA1	Needs survey at the end of the year	Osygian, Ben	8/18/2014	Results of survey	6/1/2015 annually
G2.B2.S2.MA1	Maintain copies of newsletter	Osygian, Ben	8/1/2014	Archived copies of newsletter	6/1/2015 monthly
G2.B2.S3.MA1	Decrease in attendance issues	Osygian, Ben	8/18/2014	Lead team minutes/agenda	6/1/2015 monthly
G2.B2.S3.MA1	Progress monitor student performance/ attendance	Osygian, Ben	8/18/2014	Truency letters/meetings	6/1/2015 monthly

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.

G1. All students will be engaged in rigorous standard based core reading instruction, which will increase the proficiency of ALL of our students in the area of reading.

G1.B1 Poor academic background and vocabulary

G1.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction.

PD Opportunity 1

Provide professional development specific to results from STAR Reading

Facilitator

Literacy Team/Reading Coach

Participants

All Teachers/Staff

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

G2. All students will be engaged in rigorous standard based core mathematical instruction, which will increase the proficiency of ALL of our students in the area of mathematics.

G2.B1 Poor academic background and vocabulary

G2.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction.

PD Opportunity 1

Provide professional development specific to results from STAR Math

Facilitator

Literacy Team/Reading Coach/Math Coach

Participants

All Teachers/Staff

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0