

Dixie District Schools

James M. Anderson Elementary School



2017-18 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Dixie County School Board on 12/12/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for James M. Anderson Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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 IOWA 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.

b. 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.

2. School Environment

a. 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.

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

- Supervision is provided as early as 7:40 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.

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

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 and hallway signs
6. Organized grade level seating in lunchroom
7. Student of the Month
8. A Time to Teach
9. Class Dojo

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

Guidance Counselor (John Krienbihl) monitors attendance. We implement the district wide policy on attendance. Teachers input attendance daily on Skyward. Parents receive absentee letters after five days, ten days and fifteen days. After fifteen days, the Superintendent receives notification of absentee students. Principal (Kristen McCaskill) provides awards and incentives for timely attendance every nine weeks and at the end of the year.

Assistant Principal (Chasity Lord) implements discipline actions at AES. Students receive three notices of concern before a referral is documented on Skyward. The use of internal suspension is implemented with students using the ABE computer program. Student conference with parents, teachers, administration and guidance counselor. Teachers and parents communicate on a daily on DOJO and through student planners

Students that have course failure in ELA or Math receive extra support from small group pull out (SIPPS) and placed in Tier 1, Tier 2, or Tier 3 Rti. Afterschool tutoring begins every January. Title I aides provide classroom support and small group pull out. Researched based computer programs such as Study Island, IXL, Waterford, STAR and Exact Path is provided for remediation.

Level 1 students are identified by their needs in ELA and Math by the FSA. We provide extra support by SIPPS, STAR, Study Island, Exact Path, Rti groups and small group instruction. Progress monitoring is administered three times a year.

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	23	15	12	15	12	13	0	0	0	0	0	0	0	90
One or more suspensions	0	2	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	4	8	5	8	12	5	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	2	17	22	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	2	2	10	8	0	0	0	0	0	0	0	23

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

Level 1 and level 2 students are identified for remediation from FSA scores.
Rti groups are established by the STAR EL, Reading and Math scores.
STAR testing provides progress monitoring three times a year.
Exact Path and Study Island provide extra help in areas identified.
IXL and Waterford for grades K-2nd.
Rti groups are monitored by the Instructional Coach (Lynn Cannon)
Daily communication to parents by planners and class DOJO

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?

Yes

1. PFEP Link

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

2. Description

Please see our 2014-2015 Parental Involvement Plan.

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

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.

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
McCaskill, Kristen	Principal
Kreinbihl, John	Guidance Counselor
Cannon, Lynn	Instructional Coach
Lord, Chasity	Assistant Principal

b. Duties

1. 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 (Kristen McCaskill)

Assistant Principal-Same as the Principal (Chasity Lord)

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 Kreinbihl)

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 (Lynn Cannon)

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

Implementation

Using STAR 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 STAR 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. Carol Anne Forehand, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michelle Pendergast	Parent
Kristen McCaskill	Principal
Beverly Baumer	Business/Community
Katie Hatcher	Business/Community
Shelbi McCall	Teacher
Jenny Keen	Teacher
Tammy Griffis	Education Support Employee
Robert Robinson	Parent
Janna Wilson	Parent
Judith Whittington	Business/Community
Erin Lord	Teacher

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, § 1114(b)(2).

a. 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.

b. 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.

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

NA at this time

2. 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 Standardized Test rewards-535.00
2. Student rewards/incentives-600.00
3. Visitor Tag Sign In System-422.00
4. School Misc.-201.00
5. Poster Maker-1196.00

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
McCaskill, Kristen	Principal
Cannon, Lynn	Instructional Coach
Kreinbihl, John	Guidance Counselor
Lord, Chasity	Assistant Principal

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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.

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

Our principal, Kristen McCaskill 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.

3. 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.

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

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.

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

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.

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: 4,000

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

Cannon, Lynn, lynncannon@dixie.k12.fl.us

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

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

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, § 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

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.

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, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** AES will increase the MATH learning gains of bottom quartile students to 42%
- G2.** AES will increase ELA learning gains of bottom quartile students to 48%
- G3.** AES will increase the percentage of students scoring at or above proficient on the Science FCAT 2.0 to 57%
- G4.** AES will increase the percentage of students scoring level 3 or higher on Math FSA to 58%
- G5.** Anderson Elementary School will increase the percentage of students scoring at or above proficient on the English Language Arts FSA to 58%

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. AES will increase the MATH learning gains of bottom quartile students to 42% 1a

G094325

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	42.0

Targeted Barriers to Achieving the Goal 3

- Lack of fluency of basic math skills and vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accelerated Math, Math Facts
- IXL
- Study Island
- STAR Math
- Edmentum
- Exact Path

Plan to Monitor Progress Toward G1. 8

Scores on progress monitoring in skill test and vocabulary test, FSA scores.

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Scores on progress monitoring and FSA scores

G2. AES will increase ELA learning gains of bottom quartile students to 48% 1a

G094326

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal 3

- Wide range of reading, comprehension, fluency and vocabulary deficiencies among Students with Disabilities
- Time to deliver intensive instruction to students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study Island
- STARS/CARS Curriculum
- STAR Reading
- Quik Pics
- Accelerated Reading
- IXL
- Instructional Aides
- Parent/Teacher Resource Room
- Exact path
- Flocabulary

Plan to Monitor Progress Toward G2. 8

Student performance on progress monitoring assessments

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Student performance on progress monitoring assessments.

G3. AES will increase the percentage of students scoring at or above proficient on the Science FCAT 2.0 to 57% **1a**

G094327

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0

Targeted Barriers to Achieving the Goal **3**

- Limited Science Vocabulary

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Science Acaletics
- Science Lab
- IXL
- Study Island
- Parent/Teacher Resource Room
- AIMS Science Activities

Plan to Monitor Progress Toward G3. **8**

Student performance on curriculum assessments and Science FCAT 2.0

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

AES adopted Science curriculum will be monitored and data reviewed for student gains in Science Vocabulary, student performance on Science assessments and Science FCAT.

G4. AES will increase the percentage of students scoring level 3 or higher on Math FSA to 58% 1a

G094328

Targets Supported 1b

Indicator	Annual Target
Math Gains	58.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of curriculum rigor and enrichment needed for students to score or maintain levels 4 and 5.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accelerated Math Program
- Study Island
- IXL
- STAR Math
- Parent/Teacher Resource Room
- Exact path

Plan to Monitor Progress Toward G4. 8

More rigorous activities in Math classes and assessments.

Person Responsible

Lynn Cannon

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Student performance on progress monitoring assessments and on Math FSA

G5. Anderson Elementary School will increase the percentage of students scoring at or above proficient on the English Language Arts FSA to 58% **1a**

G094329

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	58.0

Targeted Barriers to Achieving the Goal **3**

- Attendance issues
- Issues with text complexity
- Lack of Academic Vocabulary/Grammar Skills

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development opportunities
- Targeted instruction in area of need; small group instruction; reinforcement in centers
- Accelerated Math
- Study Island
- STAR Reading
- Accelerated Reader
- IXL
- Performance Matters
- Leveled Readers
- Parent/Teacher Resource Room
- Exact Path
- Read Works
- Flocabulary

Plan to Monitor Progress Toward G5. **8**

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

Person Responsible

Lynn Cannon

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

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

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. AES will increase the MATH learning gains of bottom quartile students to 42% **1**

 G094325

G1.B1 Lack of fluency of basic math skills and vocabulary **2**

 B253303

G1.B1.S1 Vertical alignment of basic math skills and vocabulary across all grade levels **4**

 S267439

Strategy Rationale

Making all grade levels aware of skills and vocabulary needed before and after their grade level will help in building fluency of skills and vocabulary

Action Step 1 **5**

Identify basic skills and vocabulary needed in each grade level and test for mastery of skills/ vocabulary tests.

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Lesson plans, observations in CWT's, tests

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

Math Skills and Vocabulary tests developed and given at each grade level

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Observations during CWT's, lesson plans, test results

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

Math Skills and Vocabulary tests developed and given at each grade level

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Observations during CWT's, lesson plans, test results

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

Timed fluency tests of basic skills and vocabulary test will be given periodically to all students

Person Responsible

Kristen McCaskill

Schedule

Monthly, from 8/11/2017 to 5/26/2018


Evidence of Completion

Results of tests

G2. AES will increase ELA learning gains of bottom quartile students to 48% **1**

 G094326

G2.B1 Wide range of reading, comprehension, fluency and vocabulary deficiencies among Students with Disabilities **2**

 B253304

G2.B1.S1 Rtl small group instruction targeted to individual needs and skills **4**

 S267440

Strategy Rationale

Offering students individualized instruction based on needs determined by progress monitoring data in small groups will increase their performance.

Action Step 1 **5**

Rtl small group instruction targeted to individual needs and skills

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Observations during CWT's, lesson plans

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

Rtl small group instruction targeted to individual needs and skills

Person Responsible

Kristen McCaskill

Schedule

Monthly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Observations on CWT's and lesson plans

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

Rtl small group instruction targeted to individual needs and skills

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018


Evidence of Completion

Student performance on Progress Monitoring Assessments

G2.B2 Time to deliver intensive instruction to students 2

 B253305

G2.B2.S1 Scheduled Rtl time in all classes for small group individualized instruction with help from Title 1 Aides 4

 S267441

Strategy Rationale

If time is scheduled into daily class schedule teachers will make the time to offer small group instruction for targeted students along with assistance from Title 1 Aides

Action Step 1 5

Each class will have a scheduled Rtl time to offer small group instruction to students based on need.

Person Responsible

Kristen McCaskill

Schedule

Daily, from 8/11/2017 to 5/26/2018

Evidence of Completion

Observations from CWT;s and lesson plans

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

Small group instruction during scheduled Rtl times

Person Responsible

Kristen McCaskill

Schedule

Monthly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Observations during CWT's and lesson plans

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

Student performance on progress monitoring assessments

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Student performance on progress monitoring assessments

G2.B2.S2 AES will provide after school tutoring for bottom quartile students **4**

 S274709

Strategy Rationale

Extra tutoring is provided in small group instruction for targeted students to show growth on the FSA learning gains.

Action Step 1 **5**

Provide after school tutoring for Bottom Quartile students

Person Responsible

Kristen McCaskill

Schedule

Biweekly, from 1/17/2018 to 4/11/2018

Evidence of Completion

Curriculum

G3. AES will increase the percentage of students scoring at or above proficient on the Science FCAT 2.0 to 57% **1**

 G094327

G3.B1 Limited Science Vocabulary **2**

 B253306

G3.B1.S1 School-Wide focus on grade level appropriate science vocabulary **4**

 S267442

Strategy Rationale

If students at all levels are exposed to science vocabulary when they reach 5th grade they will be ready for 5th grade science skills and the FCAT 2.0 science assessment

Action Step 1 **5**

School-wide focus on grade level appropriate science vocabulary

Person Responsible

Kristen McCaskill

Schedule

Evidence of Completion

Observations during CWT's and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

School-wide focus on grade level appropriate science vocabulary

Person Responsible

Kristen McCaskill

Schedule

Weekly, from 8/11/2017 to 5/26/2018

Evidence of Completion

observations during CWT's, lesson plans and curriculum maps

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

School-wide focus on grade level appropriate science vocabulary

Person Responsible

Kristen McCaskill

Schedule

Weekly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Student scores on progress monitoring assessments and classroom assessments

G4. AES will increase the percentage of students scoring level 3 or higher on Math FSA to 58% 1

G094328

G4.B1 Lack of teacher understanding of curriculum rigor and enrichment needed for students to score or maintain levels 4 and 5. 2

B253307

G4.B1.S1 Professional development for teachers on Rigor and Enrichment. 4

S267443

Strategy Rationale

Teachers need to understand rigor and types of enrichment activities that will challenge high performing students.

Action Step 1 5

Professional development on Rigor and Enrichment

Person Responsible

Kristen McCaskill

Schedule

Monthly, from 8/11/2017 to 5/26/2018

Evidence of Completion

sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Activities in classrooms involving more rigor and enrichment activities

Person Responsible

Kristen McCaskill

Schedule

Biweekly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Lesson plans, CWT's

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

More rigorous activities in Math Classes

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Student scores on Progress Monitoring Assessments

G4.B1.S2 Teachers use STAR MATH for Progress Monitoring **4**

 S274707

Strategy Rationale

Teachers can monitor progress or regression

Action Step 1 **5**

Teachers will give the STAR MATH Test three times a year to monitor student progress

Person Responsible

Lynn Cannon

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

STAR REPORT

G5. Anderson Elementary School will increase the percentage of students scoring at or above proficient on the English Language Arts FSA to 58% **1**

 G094329

G5.B1 Attendance issues **2**

 B253308

G5.B1.S1 'Timely Attendance' (sno-cones, extra PE time at the middle school as a reward for good attendance) **4**

 S267444

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

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

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 G5.B1.S1 **6**

Students and teachers alike will monitor the implementation of this strategy. Support staff will include office personel and classroom teachers. Monitoring will occur at the end of each nine weeks grading period.

Person Responsible

Kristen McCaskill

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Attendance sheets from Skyward

Plan to Monitor Effectiveness of Implementation of G5.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

Lynn Cannon

Schedule

Quarterly, from 8/11/2017 to 5/26/2018

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.

G5.B1.S2 Letters to parents of students who have excessive absences 4

 S267445

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 8/11/2017 to 5/26/2018

Evidence of Completion

Parents will receive the letter.

Plan to Monitor Fidelity of Implementation of G5.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

Kristen McCaskill

Schedule

Weekly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

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

Person Responsible

Lynn Cannon

Schedule

Weekly, from 8/18/2017 to 5/26/2018


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..

G5.B2 Issues with text complexity **2**

 B253309

G5.B2.S1 Reading Coach and administratin will provide professional development on curriculum and how to use complex text throughout the day in all content areas **4**

 S267447

Strategy Rationale

Use of curriculum and complex text throughout the day will provide exposure to complex text and activities for students.

Action Step 1 **5**

Professional development will be provided on read a louds, leveled readers, curriculum and computer programs

Person Responsible

Lynn Cannon

Schedule

Monthly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Schedule of professional development

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

Evidence of use of strategies in classrooms in all academic areas

Person Responsible

Kristen McCaskill

Schedule

Weekly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Observation of use of strategies throughout the day in all content areas

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Progress monitoring assessments

Person Responsible

Kristen McCaskill

Schedule

Monthly, from 8/11/2017 to 5/26/2018

Evidence of Completion

Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the school year during grade level meetings and data meetings

G5.B2.S2 STAR READING 4

 S274708

Strategy Rationale

Teacher will give STAR READING three times a year for progress monitoring

Action Step 1 5

STAR READING will be given three times a year for progress monitoring

Person Responsible

Lynn Cannon

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

STAR REPORTS

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Person Responsible

Schedule

Evidence of Completion





















Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

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					
G3.B1.S1.A1  A355670	School-wide focus on grade level appropriate science vocabulary	McCaskill, Kristen	8/11/2017	Observations during CWT's and lesson plans	No End Date daily
G5.B2.S2.MA1  M396543	[no content entered]		No Start Date		No End Date one-time
G5.B2.S2.MA1  M396544	[no content entered]		No Start Date		No End Date one-time
G2.B2.S2.A1  A368791	Provide after school tutoring for Bottom Quartile students	McCaskill, Kristen	1/17/2018	Curriculum	4/11/2018 biweekly
G4.B1.S2.A1  A368789	Teachers will give the STAR MATH Test three times a year to monitor student progress	Cannon, Lynn	8/10/2017	STAR REPORT	5/24/2018 triannually
G5.B2.S2.A1  A368790	STAR READING will be given three times a year for progress monitoring	Cannon, Lynn	8/10/2017	STAR REPORTS	5/24/2018 triannually
G4.B1.S1.MA1  M379703	Activities in classrooms involving more rigor and enrichment activities	McCaskill, Kristen	8/11/2017	Lesson plans, CWT's	5/26/2018 biweekly
G1.B1.S1.MA1  M379692	Math Skills and Vocabulary tests developed and given at each grade level	McCaskill, Kristen	8/11/2017	Observations during CWT's, lesson plans, test results	5/26/2018 quarterly
G1.B1.S1.A1  A355667	Identify basic skills and vocabulary needed in each grade level and test for mastery of...	McCaskill, Kristen	8/11/2017	Lesson plans, observations in CWT's, tests	5/26/2018 quarterly
G2.B1.S1.MA1  M379694	Rtl small group instruction targeted to individual needs and skills	McCaskill, Kristen	8/11/2017	Student performance on Progress Monitoring Assessments	5/26/2018 quarterly
G2.B1.S1.MA1  M379695	Rtl small group instruction targeted to individual needs and skills	McCaskill, Kristen	8/11/2017	Observations on CWT's and lesson plans	5/26/2018 monthly
G2.B1.S1.A1  A355668	Rtl small group instruction targeted to individual needs and skills	McCaskill, Kristen	8/11/2017	Observations during CWT's, lesson plans	5/26/2018 quarterly
G2.B2.S1.MA1  M379696	Student performance on progress monitoring assessments	McCaskill, Kristen	8/11/2017	Student performance on progress monitoring assessments	5/26/2018 quarterly
G2.B2.S1.MA1  M379697	Small group instruction during scheduled Rtl times	McCaskill, Kristen	8/11/2017	Observations during CWT's and lesson plans	5/26/2018 monthly
G2.B2.S1.A1  A355669	Each class will have a scheduled Rtl time to offer small group instruction to students based on...	McCaskill, Kristen	8/11/2017	Observations from CWT's and lesson plans	5/26/2018 daily
G3.B1.S1.MA1  M379699	School-wide focus on grade level appropriate science vocabulary	McCaskill, Kristen	8/11/2017	Student scores on progress monitoring assessments and classroom assessments	5/26/2018 weekly
G3.B1.S1.MA1  M379700	School-wide focus on grade level appropriate science vocabulary	McCaskill, Kristen	8/11/2017	observations during CWT's, lesson plans and curriculum maps	5/26/2018 weekly
G4.MA1  M379704	More rigorous activities in Math classes and assessments.	Cannon, Lynn	8/11/2017	Student performance on progress monitoring assessments and on Math FSA	5/26/2018 quarterly
G4.B1.S1.MA1  M379702	More rigorous activities in Math Classes	McCaskill, Kristen	8/11/2017	Student scores on Progress Monitoring Assessments	5/26/2018 quarterly
G1.B1.S1.MA1  M379691	Math Skills and Vocabulary tests developed and given at each grade level	McCaskill, Kristen	8/11/2017	Observations during CWT's, lesson plans, test results	5/26/2018 quarterly

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James M. Anderson Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1 A355671	Professional development on Rigor and Enrichment	McCaskill, Kristen	8/11/2017	sign-in sheets and agendas	5/26/2018 monthly
G5.B1.S1.MA1 M379705	Attendance data will be collected, charted and prepared by the instructional coach and will be...	Cannon, Lynn	8/11/2017	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.	5/26/2018 quarterly
G5.B1.S1.MA1 M379706	Students and teachers alike will monitor the implementation of this strategy. Support staff will...	McCaskill, Kristen	8/11/2017	Attendance sheets from Skyward	5/26/2018 quarterly
G5.B1.S1.A1 A355672	'Timely Attendance'--Extra PE time at the middle school and sno-cones will be given to students...	McCaskill, Kristen	8/11/2017	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.	5/26/2018 quarterly
G5.B2.S1.MA1 M379709	Progress monitoring assessments	McCaskill, Kristen	8/11/2017	Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the school year during grade level meetings and data meetings	5/26/2018 monthly
G5.B2.S1.MA1 M379710	Evidence of use of strategies in classrooms in all academic areas	McCaskill, Kristen	8/11/2017	Observation of use of strategies throughout the day in all content areas	5/26/2018 weekly
G5.B2.S1.A1 A355674	Professional development will be provided on read a louds, leveled readers, curriculum and computer...	Cannon, Lynn	8/11/2017	Schedule of professional development	5/26/2018 monthly
G5.B1.S2.MA1 M379707	Weekly reports will be run to measure the reduction of the barrier.	Cannon, Lynn	8/18/2017	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..	5/26/2018 weekly
G5.B1.S2.MA1 M379708	The principal will receive data from the guidance office. He will assist our guidance counselor...	McCaskill, Kristen	8/11/2017	Attendance reports	5/26/2018 weekly
G5.B1.S2.A1 A355673	Attendance data will be collected. Letters will be sent to parents of students who have excessive...	Kreinbihl, John	8/11/2017	Parents will receive the letter.	5/26/2018 daily
G5.MA1 M379711	Progress toward meeting the goal will be measured using STAR Reading data showing an increase in...	Cannon, Lynn	8/11/2017	STAR. assessment data will be collected to demonstrate the goal is being monitored and whether progress is being made.	5/26/2018 quarterly
G3.MA1 M379701	Student performance on curriculum assessments and Science FCAT 2.0	McCaskill, Kristen	8/11/2017	AES adopted Science curriculum will be monitored and data reviewed for student gains in Science Vocabulary,	5/26/2018 quarterly

Dixie - 0101 - James M. Anderson Elementary School - 2017-18 SIP
James M. Anderson Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				student performance on Science assessments and Science FCAT.	
G2.MA1 M379698	Student performance on progress monitoring assessments	McCaskill, Kristen	8/11/2017	Student performance on progress monitoring assessments.	5/26/2018 quarterly
G1.B1.S1.MA1 M379690	Timed fluency tests of basic skills and vocabulary test will be given periodically to all students	McCaskill, Kristen	8/11/2017	Results of tests	5/26/2018 monthly
G1.MA1 M379693	Scores on progress monitoring in skill test and vocabulary test, FSA scores.	McCaskill, Kristen	8/11/2017	Scores on progress monitoring and FSA scores	5/26/2018 quarterly

V. Professional Development Opportunities

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

G4. AES will increase the percentage of students scoring level 3 or higher on Math FSA to 58%

G4.B1 Lack of teacher understanding of curriculum rigor and enrichment needed for students to score or maintain levels 4 and 5.

G4.B1.S2 Teachers use STAR MATH for Progress Monitoring

PD Opportunity 1

Teachers will give the STAR MATH Test three times a year to monitor student progress

Facilitator

Maria Austin

Participants

Lynn Cannon

Schedule

Triannually, from 8/10/2017 to 5/24/2018

G5. Anderson Elementary School will increase the percentage of students scoring at or above proficient on the English Language Arts FSA to 58%

G5.B2 Issues with text complexity

G5.B2.S2 STAR READING

PD Opportunity 1

STAR READING will be given three times a year for progress monitoring

Facilitator

MARIA AUSTIN

Participants

Lynn Cannon

Schedule

Triannually, from 8/10/2017 to 5/24/2018

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	Identify basic skills and vocabulary needed in each grade level and test for mastery of skills/vocabulary tests.				\$6,888.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - James M. Anderson Elementary School	General Fund		\$6,888.00
			<i>Notes: IXL computer resource for students</i>			
2	G2.B1.S1.A1	Rtl small group instruction targeted to individual needs and skills				\$0.00
3	G2.B2.S1.A1	Each class will have a scheduled Rtl time to offer small group instruction to students based on need.				\$0.00
4	G2.B2.S2.A1	Provide after school tutoring for Bottom Quartile students				\$0.00
5	G3.B1.S1.A1	School-wide focus on grade level appropriate science vocabulary				\$0.00
6	G4.B1.S1.A1	Professional development on Rigor and Enrichment				\$0.00
7	G4.B1.S2.A1	Teachers will give the STAR MATH Test three times a year to monitor student progress				\$0.00
8	G5.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.				\$0.00
9	G5.B1.S2.A1	Attendance data will be collected. Letters will be sent to parents of students who have excessive absences.				\$0.00
10	G5.B2.S1.A1	Professional development will be provided on read a louds, leveled readers, curriculum and computer programs				\$0.00
11	G5.B2.S2.A1	STAR READING will be given three times a year for progress monitoring				\$0.00
					Total:	\$6,888.00