

Title I Schools in Need of Assistance (SINA) Action Plan for the Academic Years: 2013-2015

District: Alta-Aurelia_ **Building:** Alta Elementary **Draft/Final Date:** 05/05/14

Area of Identification: Reading and Math **Year of Identification:** 2
Reading/Math (Year 1, 2, 3, 4, 5, 5+)

Building Contact: Kurt Hanna **E-mail/Phone:** khanna@alta-aurelia.k12.ia.us
Building Principal E-mail address and phone number of principal

Building Address: 1009 Main St. Alta, IA 51002
Street City State/Zip

Technical Support Provided By: _ Gina Blomberg **Prairie Lakes AEA**
Names Organization

Please check (√) all that apply; these are required to meet federal expectations:

<input type="checkbox"/> Actions for Reading	<input type="checkbox"/> Letter of Notification Attached	<input type="checkbox"/> 10% Allocation of Title I Dollars	<input type="checkbox"/> Elementary
<input type="checkbox"/> Actions for Math		<input type="checkbox"/> One-Year Budget	Sub. Groups Identified:
<input type="checkbox"/> Actions for Parent Engagement		<input type="checkbox"/> Evidence-Based Research	(list)
<input type="checkbox"/> Actions for Mentoring of New and Experienced Teachers		<input type="checkbox"/> Evidence of Outside Technical Assistance (e.g., Iowa Support Team)	1. All Student
<input type="checkbox"/> Actions for Evaluability of Plan		<input type="checkbox"/> Reasons for Lack of Success in Past	2. Low SES
		<input type="checkbox"/> Peer Review	3. White
			4.
			5.

<p>District Long-Range CSIP Goal for Identified Area:</p>	<p>Goal 1: All K-12 students will achieve at high levels in reading comprehension, preparing for success beyond high school. Goal 2: All K-12 students will achieve at high levels in math, preparing for success beyond high school.</p>
<p>Writing Team with names and roles: (* best practice would include parent involvement)</p>	<p>Cary Friedrich-2nd grade Sherry Harms-2nd Grade Tammy Peterson-4th Grade Rory Payne-5th Grade Ana Lopez-ESL/Parent of 2nd grader Laurie Aube- Title I</p>
<p>Diagnosis Summary: Include information about why previous interventions were unsuccessful as well as learnings from other data.</p>	<p>Iowa Assessment Results:</p> <p>Reading Comprehension: The school failed to make AYP for all students (62.79% were proficient), along with the subgroups of low SES (50%) white (68.75%) and non-white (45.45%), resulting in identification for reading.</p> <p>In math, the school failed to make AYP for all students (62.79% were proficient) along with subgroups low SES (55%), white (68.76%) and non-white (44.07%) resulting in identification for math.</p> <p>The audit and diagnosis revealed that not enough students are having their needs met within the core, resulting in the need for intensive core instruction. Teachers generally know which students are having difficulty, but need support to better meet individual needs. The current reality is that final components of a curriculum, that integrates literacy with content areas, is still being developed. Teachers are still learning the developed</p>

	<p>curriculum and instructional practices. Teachers are at different places in terms of how comfortable they are with the curriculum and implementing all components with fidelity from their professional development.</p> <p>Possible reasons the core has not been successful:</p> <ul style="list-style-type: none"> • Teachers are having difficulty differentiating the varying levels of students’ needs within the new and developing curriculum. • Teachers have not acquired a deep understanding of the curriculum enabling them to teach for understanding in a student-centered classroom, because of how recently it has been developed. 	
<p>Building Goal Statement for SINA to support prioritized learning needs.</p>	<p>By May 2014, the percentage of students who are proficient and the percentage of students in the Low SES, white and non-white subgroups will increase to the state trajectory of 94.2% as measured by the IA Assessment (with at least 95% participation).</p>	
<p>Evaluability of Plan and Indicators of Progress:</p>	<p style="text-align: center;"><i>Summative Evaluation Question(s)</i> <i>with Indicators of Progress and Measurement Tools for Summative Data Indicating Student Achievement of District Goal(s)</i></p>	<p style="text-align: center;"><i>Formative Data Questions Aligned to Summative Evaluation Question(s)</i> <i>with Indicators of Progress and Measurement Tools for Formative Data Indicating Progress toward District Goal(s).</i></p>
	<ul style="list-style-type: none"> • What percent of students are proficient in reading? <p>Indicator: The percentage of all students and those in the subgroups of low SES, white and non-white subgroups who score at the proficient level or above on the reading total.</p>	<ul style="list-style-type: none"> ▪ Are the “components” (staff survey-3x per year, self-reflection videos with criteria, student-centered classroom book study/collaboration) positively impacting student achievement?

	<ul style="list-style-type: none"> • What percent of students are proficient in math? Indicator: The percentage of all students and those in the subgroups of low SES, white and non-white subgroups who score at the proficient level or above on the math total. 	<ul style="list-style-type: none"> ▪ Is the “Classrooms Discussions for Math” book study positively impacting student achievement? ▪ Are interventions impacting struggling readers? ▪ Is the activity of “unpacking the core standards” positively impacting achievement in reading? <p>Indicator: The percentage of all students who score at the proficiency level or above on DIBELS and math screener.</p>
<p>Evidence-Based Research Source</p> <p><i>(Be sure to cite the specific research aligned to areas of concern.)</i></p>	<p><u>Classroom Discussions</u> by Suzanne Chapin</p> <p><u>Making the Most of your Core Reading Program</u> by Peter Dewitz and Jonni Wolskee</p> <p><u>Elementary Classroom Management: A Student Centered Approach to Leading and Learning</u> by Kerry E. Curtiss Williams</p>	
<p>Content for the professional development identified through research:</p> <p><i>A brief summary of professional development that will be provided to all stakeholders. Specific actions and details follow in the plan.</i></p>	<p>All teachers will receive professional development and support for the components of Alta’s comprehensive reading program for the evidence-based approach of Guided Reading and Embedding Literacy into Content Area Instruction. Teachers move through the IPDM phases as they learn, practice, collaborate, implement, collect data, evaluate, and revise instructional content.</p>	

<p>Peer Review Process – Annually</p> <p>All four bulleted items must be completed. <i>(* Best practices would include parent involvement)</i></p>	<ul style="list-style-type: none"> ● Peer Review Completed –10-18-13 ● Schools/AEA/Individuals Involved in Peer Review: Butler Elementary, Fort Dodge, Alta team consisting of Lori Phillips, Cary Friedrich, and Tiffany Miller ● Process for Peer Review: Alta gave a brief overview of the plan, allowing for time for our assigned peer district to review it and compile feedback and then had a conversation about findings, questions, and clarification that culminated the peer review process. Alta considered recommendation by our peer district and made adjustments to our plan.
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Implementation:	Changes/Impact on Stakeholders (e.g., Students, Teachers, Administrators, Parents, and Other Stakeholders)	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring and Adjustment
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<p>How will the goal(s) be achieved?</p> <p>What actions/ activities will we use to address prioritized needs, established goals, and any gaps?</p> <p><i>Include description of parent involvement in each action step or as a separate action as appropriate. (Federal Requirement)</i></p>				
	<p>Identification of changes:</p> <ol style="list-style-type: none"> 1. Knowledge 2. Skills 3. Attitudes 4. Aspirations 5. Behaviors. <p>Note: Where appropriate, include description of mentoring and or collaborative (e.g., peer coaching) activities for both new and experienced teachers.</p>	<p>How will we collect the information about the change (e.g., tests, surveys, focus groups, interviews, logs, observations, rating scales)? What data sources/points would best answer our formative and summative questions?</p>	<ol style="list-style-type: none"> 1. Iowa Professional Development Model Component 2. Person(s) Responsible 3. Time (when and how much) 4. Resources (e.g., dollars, time, expertise allocated) 	<p><i>The data collected from stakeholders and decisions made help continually monitor, adjust, and evaluate key actions and activities and the overall plan. How have we measured or depicted change in the information collected (e.g. describing, counting, clustering,</i></p>

				<i>comparing, trends, patterns)?</i>
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action #1: Notification of Parents and Community</p> <ul style="list-style-type: none"> ▪ Activity: Letter of notification following guidelines provided by Iowa Department of Education ▪ Activity: Informational meetings with parents regarding choice and supplemental educational services. ▪ Activity: Student involvement in supplemental educational services opportunities 	<p>Parent: Use information provided to make decision regarding choice and/or supplemental educational services.</p>	<ul style="list-style-type: none"> ● Number of students whose parents received letter: ***** ● Number of parents selecting choice out of /into building: 0 ● Letter of notification 	<p>IPDM component: N/A ICC; Community Communication</p> <p>Person responsible: Lori Phillips, Elementary Principal</p> <ul style="list-style-type: none"> ● Resources: ● Time: ● Expertise: 	<ul style="list-style-type: none"> ▪ Letter of notification sent to all parents on September 3rd, 2013 following guidelines provided by Iowa Department of Education
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment

<p>Action # 2: Audit, Diagnosis, and Design</p> <ul style="list-style-type: none"> ▪ Activity: Completion of Audit ▪ Activity: Completion of Diagnosis ▪ Activity: Completion of Action Plan ▪ Activity: Communication of Action Plan 	<p>Building SINA Team: Review of Audit Profile provided by Iowa Support Team</p> <p>Building SINA Team: Complete diagnosis on areas of concern, including “if . . . then statements” and/or a theory of change/action.</p> <p>Building SINA Team: Complete action plan, based on KASAB and theory of change/action.</p> <p>Staff: Demonstrate knowledge of the building action plan.</p> <p>Parents/Families: Demonstrate knowledge of the building action plan.</p>	<p>Completed Audit Profile with Date of Presentation</p> <p>Completed diagnosis worksheet (with “if . . . then” statements and/or theory of change/action) and dates of work on diagnosis.</p> <p>Completed action plan, including plan for evaluation, one-year budget, and dates of work on development of plan.</p> <p>Number/Names of staff members who participated in the communication of the action plan with dates of presentation(s) and copy/copies of communications</p> <p>Number of staff members/parents who participated in the communication of the action plan</p> <p>Evidence of written communication (e.g., newspaper article, agenda, newsletter)</p>	<p>IDPM component: Collecting data and artifacts, goal setting</p> <p>Person responsible: SINA support team, district SINA team, Elementary Principal</p> <p>Time: From Aug 29-October 21: 7 members put in a total of 126 hours for SINA work.</p> <p>Resources: \$ _____ for district personnel time, additional \$ _____ in subs</p>	<p>Audited profile provided building on September 26, 2013.</p> <p>Diagnosis completed on October 7th, 2013.</p> <p>Action plan sent to the Department of Education on Nov. 1, 2013 and approved on _____</p> <p>Plan was presented to staff on _____ and to parents/community on November 5 7, and 8th during Parent Teacher conferences.</p>
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	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action #3: Instructional Practices—Student-Centered Classrooms in ELA</p> <ul style="list-style-type: none"> ▪ Activity 1: ½ day grade level collaboration days ▪ Activity 2: Student—Centered classroom study ▪ Activity 3: Grade Level Team Meetings every 3 weeks 	<p><u>Teachers:</u> Delivering instruction that teaches for understanding in student-centered classroom, and lessons that teach for learner differences (CEI of Iowa Core)</p> <p><u>Administration:</u> provide time for grade level collaboration and book study on student-centered classroom/core reading. In addition, allow teachers time to meet for grade level meetings every 3 weeks and grade team meetings once every 6 weeks.</p>	<p>Three times per year, teacher surveys will be completed to assess success in implementing student-centered classrooms.</p> <p>During scheduled grade level collaboration and team meetings, teachers will address and share their implementation, particularly any barriers to implementation and reflecting upon successes.</p> <p>Students K-5 will be given the DIBELS Next screener 3 times per year. Students are progress monitored using DIBELS next progress monitoring materials through intervention groups approximately 3 times per month.</p>	<p>People Responsible: Lori Phillips and Classroom teachers</p> <p>Time:</p> <ul style="list-style-type: none"> ● 200 hours of ½ day Grade Team meetings <p>Resources: \$3800 for substitute teachers during ½ day Grade Team meetings</p> <p>--Book Study materials:</p>	
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action #4: Instructional Practices—Student-Centered Classrooms in Math</p> <ul style="list-style-type: none"> ▪ Activity 1: Classroom discussions book study 	<p><u>Teachers:</u> Delivering instruction that teaches for understanding in student-centered classroom, and lessons that teach for learner differences (CEI of Iowa Core)</p> <p><u>Administration:</u> provide time for grade level collaboration and book study on student-centered classroom/core reading. In</p>	<p>Three times per year, teacher surveys will be completed to assess success in implementing student-centered classrooms.</p> <p>During scheduled grade level collaboration and team meetings, teachers will address and share their implementation, particularly any barriers to implementation and reflecting upon successes.</p>	<p>Persons Responsible: Lori Phillips, Principal, Classroom Teachers</p> <p>Time: 7 early out district professional development afternoons.</p>	

<ul style="list-style-type: none"> ▪ Activity 2: Early out PD dedicated to monthly collaboration <p><i>Add additional actions for Year One as needed for the plan.</i></p>	<p>addition, allow teachers time to meet for grade level meetings every 3 weeks.</p>	<p>Math Screener from Boulder Valley given to students in grades 1-5, 3 times per year. Number Sense given to Kindergarten students 3 times per year.</p>	<p>Resources</p> <ul style="list-style-type: none"> ● 357 hours of ½ day district early out professional development ● Book Study materials: 	
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action # : Parent Involvement</p> <ul style="list-style-type: none"> ▪ Activity 1: Math and Literacy Night ▪ Activity 2: Parent/Teacher Conferences ▪ Activity 3: Reading/Math link on Website 	<p>Plan and deliver reading and math strategies and ways that parents can help with students growth by providing a fun and interactive evening event at the school</p> <p>Teachers meet with individual parents on student data from DIBELS and math screener</p> <p>Provide ways that parents can help with students growth at home</p>	<p>Assessment data Discussions points with parents at conferences and parent nights throughout the year.</p>		
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Year 2 and Beyond</p> <p>Action # : Parent Involvement</p>				

<ul style="list-style-type: none"> ▪ Activity: Continue with Math and Literacy night ▪ Activity: ▪ Activity: 	Plan and deliver reading and math strategies and ways that parents can help with students growth by providing a fun and interactive evening event at the school			
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
Year 2 and Beyond Action # : <ul style="list-style-type: none"> ▪ Activity: ▪ Activity: ▪ Activity: 				

Leadership Team Membership for 2013-14:

<i>Name</i>	<i>Role</i>
Rory Payne	Committee Member
Tammy Peterson	Committee Member
Ana Lopez	Committee Member
Laurie Aube	Committee Member

Sherry Harms	Committee Member
Cary Friedrich	Committee Member
Kurt Hanna	Committee Member/Leader

Leadership Team Meeting Dates, Times and Focus:

<i>Date</i>	<i>Time</i>	<i>Focus</i>
08/29/13	9-3- Pocahontas	SINA resources meeting
09/09/13	3:45-5:15	SINA Committee
09/18/13	3:45-5:15	SINA Committee
09/26/13	9:00-3:00—West Bend	SINA diagnosis and prioritizing meeting
10/3/13	3:45-5:45	SINA Committee
10/07/13	9-3- Storm Lake	SINA diagnosis and KASAB
10/10/13	3:45-5:15	SINA Committee
10/16/13	3:45-5:15	SINA Committee
10/18/13	9-3- Storm Lake	SINA Peer Review and Action Plan
10/19/13	8-12	SINA Committee—Action Plan
3/2/2015	3:40-5:00	SINA Committe - Review plan, IA Assessment Data, Year 3 planning

Projected Professional Development for Staff - Dates, Times, and Focus:

<i>Date</i>	<i>Time</i>	<i>Focus</i>
