

SIA Plan

Amity School District has identified five Outcomes that we will work towards with the assistance of the SIA funding. These Outcomes are listed in the same order as the priorities of the community, staff and students.

Outcome 1:

All students will have an equitable opportunity to be well-prepared to pursue the post-high school path they choose, whether college, trade school, or immediate work force entry.

Strategy 1.1: If Amity SD, by graduation, provides students opportunities to develop proficient technical and soft skills, a deeper understanding of what it takes to be successful in the “trades world”, a clearer idea of what trade(s) they may be best suited for and most interested in, then the students will be better prepared to pursue the post-high school career path they choose.

Measure of Success 1.1: Students will demonstrate proficiency in local assessment of technical and soft skills.

Activities 1.1: Development of a Building Trades Program (BTP) on campus that will partner with local contractors to provide a comprehensive approach to developing the skills, knowledge base and experience of students who may be interested in entering a trade. This also requires developing partnerships with local contractors and industry as well as coordination with our existing Woods and Metals CTE programs.

- a) acquire access to a facility close to the school that can be used as a site for the BTP;
- b) renovate the facility as necessary to make it ready for the BTP;
- c) hire a BTP teacher who will also serve as CTE Coordinator for the district;
- d) develop a coherent and cohesive BTP curriculum sequence

Strategy 1.2: If we increase student access to a greater variety and number of advanced or college-level courses then Amity will have more students taking these types of higher level courses.

Measure of Success 1.2: Increase in number of students enrolled in advanced courses

Activities 1.2: HS Principal, Counselor and teaching staff will work together to identify areas of student interest, scheduling and staff ability in order to determine the most viable course additions.

- a) Hire 1.0 FTE teacher with Math endorsement (plus another endorsement as well)
- b) Add second year of Computer Programming (taught by one of our current math teachers)

Strategy 1.3: If Amity offers increased opportunities of STEM-related classes and

activities across all grade levels, while ensuring greater variety of available options, then more students will participate in these types of courses.

Measure of Success 1.3: Increase in the number of students enrolled in STEM-related classes.

Activities 1.3:

- a) Hire elementary science specialist
- b) Equip and furnish STEM classroom at Elementary school
- c) Add technology and equipment at middle school level to improve variety of activities during existing STEM courses
- d) Offer after school STEAM club at MS (stipend, supplies)
- e) Add second year of Computer Science at high school
- f) Modernize equipment and furnishings, add applicable technology, in high school science department
- g) Add carts of chromebooks at all three schools
- h) Add math course(s) to increase variety for students who are struggling with traditional courses
- i) Upgrade and modernize equipment for CTE so activities utilize industry standards technologies

Outcome 2

Amity SD will provide a safe social and emotional learning environment for all students.

Strategy 2.1: If Amity offers additional supports for our behaviourally-challenged students in elementary and middle school, then they will become better able to function within a classroom setting.

- a) Additional classified personnel will work alongside our K-1 students in the classroom to help those that struggle with behaviors that are detrimental to the learning environment. This will allow classroom teachers to spend less time dealing with off-task behavior and more time instructing.
- b) Utilize Therapeutic Intervention Coach (TIC) to work with those grades 2-8 students that are struggling to be successful behaviourally in the classroom.
- c) Offer Kindergarten Transition Camp (KTC) prior to the school year in order to acclimate and familiarize incoming Kindergartners and their families to the Amity school environment

Measure of Success 2.1: Behavior data will show a decrease in negative incidents.

Activities 2.1:

- a) Hire 3-4 additional instructional assistants
 - i) Offer appropriate professional development to the IAs who will be in the classrooms that will help them be effective with behavior interventions.
- b) Hire 1.0 FTE TIC
- c) Paid stipends for Kindergarten teachers, counselor and Sped teacher for KTC
 - i) Purchase snacks and supplies for KTC

Outcome 3: *Increase in the number of students who are reading at grade level or higher*

Strategy 3.1: If we administer the following strategies, then more of our students will be reading at grade level:

- a) Increase time dedicated to small group learning
- b) Update curriculum and interventions
- c) Offer additional instruction time outside of school for struggling students

Measure of Success: Summative assessment results, common formative assessment results.

Activities 3.1:

- a) Research and purchase evidence-based curriculum and interventions
- b) Provide teachers additional time to enter & analyze data from benchmark assessments
- c) Provide time for teachers and specialist to plan targeted interventions, driven by the data
- d) Provide stipends for teachers to work some Fridays (approx. 2 per month) to work with struggling students
- e) Provide transportation for Friday school

Outcome 4: *Increase in the number of students grades at grade level or higher in math*

Strategy 4.1: If we administer the following strategies, then more of our students will be at grade level in math:

- a) Aligning math curriculum, district-wide
- b) Increase professional development for math instruction K-8
- c) Determining grade level using local assessments
- d) Increase small group math instruction in elementary
- e) Offer additional instruction time outside of school for struggling students

Measure of Success: Summative assessment results, common formative assessment results.

Activities:

- a) Research and acquire evidenced-based math curriculum and interventions, K-8
- b) Provide professional development for improved math instruction
- c) Hire full-time math specialist at elementary level
- d) Provide stipends for teachers to work some Fridays (approx. 2 per month) to work with struggling students
- e) Provide transportation for Friday school

Outcome 5: *Students will receive a well-rounded education*

Strategy 5.1: If Amity Increases opportunities for students to participate in

- i) Arts,

- ii) STEM,
- iii) Physical Education,
- iv) Advanced classes,

then more students will be enrolled in these types of courses.

Measure of Success: Increase in the number of students enrolled in Arts, STEM, PE and Advanced courses.

Activities:

- a) Add FTE in Physical Education at high school level
- b) Hire additional CTE teacher/director
- c) Add instructional assistant FTE for elementary Physical Education
- d) Update equipment and facilities for the Arts, including creative arts, theatre, music

Priorities

Amity School District's priorities within the SIA plan have been determined by the feedback we received from our community, staff and students. The order of the Outcomes listed in the SIA plan and the strategies that will be used to accomplish those Outcomes are in the prioritized order.

Highest

1. Expanding CTE opportunities
2. Increase opportunities in STEM-related activities
3. Increase supports for student behavior

Medium

1. Increasing advanced courses
2. Improving Math levels
3. Improving Reading levels

Lowest

1. Increasing opportunities in the Arts and PE
2. Updating equipment and facilities for the Arts