South Elementary School

2014-15 School Improvement Plan

South Elementary School

2468 SW 7TH AVE, Okeechobee, FL 34974

http://southelementaryschool.sites.thedigitalbell.com/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	77%

Alternative/ESE Center	Charter School	Minority
No	No	48%

School Grades History

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

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/14/2014.

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.

Table of Contents

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
Focus	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 mission of South Elementary is to help our students establish a solid academic foundation on which the building blocks of learning can be erected. Our students will also be instilled with a sense of respect for personal and community responsibility. And, they will leave South Elementary equipped with the skills needed for successful transition to higher learning.

Provide the school's vision statement

Where Eagles S.O.A.R.
Seek Opportunities and Achieve Results

School Environment

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

South Elementary will use the fundamentals of the Culturally Responsive Teaching approach to better understand the needs and cultures of our different students.

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

Before the school day begins, the administrators and other key personnel greet and welcome all students as they arrive for the school day. During the school day, South Elementary teachers use Kagan Cooperative Learning techniques to promote communication and relationship building within the classroom. In 2014-15 we will also use the Culturally Responsive Teaching approach to ensure that we are sensitive to the multicultural needs of our student population. After school, there are teachers and administrators on duty to make sure all needs are met by those going home via bus and parent pick-up. We will also offer tutorial for those in need of additional help.

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

The South Elementary behavior system is based on a color chart using the colors green, yellow, red, orange, blue, and black. All students begin the day on green. As behavior warrants, the student is moved down the color chart. There are interventions used by the teacher before any color change is made. The rules and expectations are clearly taught and posted throughout the school. An office referral is submitted to the office once the student reaches the color Black. All teachers are trained on our behavioral system.

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 students are met through our ESE services, private counseling agencies, guidance personnel, teachers, and administrators. Each student's needs are different, and the appropriate intervention is made by those listed above. Our MTSS is the primary process used to determine the need and the level of support needed to by individuals.

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

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. 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	
Attendance below 90 percent	7	11	12	7	15	52
One or more suspensions	2	0	5	0	4	11
Course failure in ELA or Math	7	3	9	3	6	28
Level 1 on statewide assessment	0	0	0	35	22	57

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

Indicator	Grade Level				Total
	1	2	3	4	
Students exhibiting two or more indicators	1	5	5	10	21

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

Positive Behavior Support
MTSS
Tutorial Services
Parental Support

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/62182.

Description
A PIP has been uploaded for this school or district - see the link above.

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

The school builds community relationships in two primary ways. First, the principal reaches out to civic organizations such as the Kiwanis and Rotary clubs. The civic organizations are invited into the schools to experience the climate for themselves. Secondly, the school uses both social local news media to outlets to advertise the successes and achievements within the school. The idea is to keep the community and families involved abreast of the progress and the needs of the school.

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
Downing, Tracy	Principal
Thompson, Carrie	Instructional Coach
Nichols, Heather	Guidance Counselor
Eshleman, Suzan	Assistant Principal

Duties

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

Tracy Downing, Principal
Suzan Eshleman, Asst. Principal Carrie Thompson - Reading Coach
Heather Nichols - Guidance Counselor
The leadership team meets with all teachers during one planning period a week to present information regarding curriculum and instruction. This leadership team additionally supports student achievement through planned Profession Development, Data Chats, MTSS, and IEP meetings. The leadership team works closely with the teachers as they conduct a Coaching Cycle. This cycle begins with the unpacking of the standard and follows through with the lesson planning, modeling, coaching, and feedback session.

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

Tracy Downing - Principal - School Leadership Team meetings, Data Chats, PD, Coaching Cycle
Suzan Eshleman - Asst. Principal - MTSS (behavioral) meetings, Coaching Cycle
Carrie Thompson - Reading Coach - PLC meetings, Coaching Cycle
Heather Nichols - Guidance Counselor - IEP and MTSS (academic) meetings
All members serve on the school leadership team. There are weekly leadership team meetings.

School decisions are collectively made at these meetings regarding the coordinating and supplementing federal, state and local funds, services and programs. The School Leadership Team discusses fund raising efforts, allocation of resources, budget concerns, and general school operations. The School Leadership Team coordinates all school committees and collectively discusses all NEXT-STEPS for the advancement of student achievement.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Monique Trent	Parent
Dowling Watford	Business/Community
Carrie Thompson	Education Support Employee
Veronica Teele	Parent
Yabel Zarrella	Parent
Maria Dusen	Parent
Sheila Neal	Parent
Debra Lewis	Parent
Isaura Henry	Education Support Employee
Tracy Downing	Principal
Suzan Eshleman	Education Support Employee

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 principal reviewed the 2013-14 School Improvement Plan with the SAC team at the first meeting. It was pointed out that the school did a good job of focusing on differentiation, but whole group instruction was an obstacle for proficiency. The SAC agreed.

Development of this school improvement plan

The SAC agreed with the school's goal to focus more on whole group and standards based instruction for the 2014-15 school year. The SAC also asked that the standard of the week be part of the class newsletter.

Preparation of the school's annual budget and plan

The principal went through the 2014-15 school budget with the SAC. It was agreed upon and approved by the SAC.

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

There were no school improvement funds last school year. However, there is $4,705.38 allocated for the 2014-15 school year. The SAC decided to table the discussion on spending the funds to the October SAC meeting.

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
Downing, Tracy	Principal
Thompson, Carrie	Instructional Coach
Baker, Amanda	Teacher, K-12
Van Wormer, Kimberly	Teacher, K-12
Thomas, Tammy	Teacher, K-12
Hall, Laura	Teacher, K-12
Trent, Sheri	Teacher, K-12
Keller, Elaine	Teacher, K-12
Schlabach, Marshall	Teacher, K-12
Nichols, Heather	Guidance Counselor
Lozano, Amelia	Teacher, ESE
Eshleman, Suzan	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by:
A. Literacy promotion events for parent participation
B. Brainstorming ideas for literacy in Team Leader meetings
C. Common planning time with team members
D. PBIS
E. Strategies for students identified through MTSS

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

Grade level teachers have a common planning time for collaboration and instructional planning. School committees strive to promote positive working relationships across grade levels.

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

The school works with the Director of Human Resources in a effort to recruit develop and retain highly qualified, certified-in-field, effective teachers. The school district supports the endeavor by having an online application forum. Additionally, the school uses Teachers-Teachers.com to locate and recruit

highly qualified, certified-in-field, effective teachers. The school encourages all current teachers to achieve and maintain the status of highly qualified and certified-in-field teacher.

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

Each new teacher at South is provided with a mentor teacher. Typically, the mentor is from the same grade or department. Therefore, team planning and learning are easily accomplished. The Okeechobee County School District also provides training and professional development involving the new and mentor teacher pairings.

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 purchases a curriculum that is state approved and aligned to the Florida Standards for Math (Go Math) and ELA (Pearson Reading Street).

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

The school will use iReady, Performance Matters, and benchmark assessments to determine the level and need of individual students. Through data chats and team planning, teachers will determine the differentiation needs for each student. Instruction is modified via iReady and small group guided (teacher led) learning.

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: 10,800

Students at South Elementary will attend school for one extended hour per day. The extra hour will be from 8:15am to 9:15am and will instruction in reading.

Strategy Rationale

Extended time with the teacher in ELA instruction will help student achievement to improve.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Downing, Tracy, downingt@okee.k12.fl.us

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

iReady data, Performance Matters data, and benchmark assessment data.

Strategy: Summer Program

Minutes added to school year: 1,800

South Elementary provided a reading enrichment camp during June of 2014. The program provided students and families with an opportunity to come to the media center from 4-7pm and read together.

Strategy Rationale

The rationale was to increase parent involvement in the reading enrichment of students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Eure, Theresa, theresa.eure@okee.k12.fl.us

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

Attendance data was collected. The data will be used as a baseline for the development and improvement of the camp next summer.

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

South Elementary uses vertical teaming to support incoming and outgoing cohorts of students in transition from one school level to another. Teachers meet to discuss the needs and remarkable attributes of each cohort as the transition occurs.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.

G2. South Elementary will collectively make purposeful decisions and provide effective communication and feedback related to curriculum, professional development and instruction to ensure teaching to the depth of the standard.

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. 1a

🔑 G058784

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G2. South Elementary will collectively make purposeful decisions and provide effective communication and feedback related to curriculum, professional development and instruction to ensure teaching to the depth of the standard. `1a`

Targets Supported `1b`

🔍 G058443

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal `2`

- District Math Coach
- Acaletics Math
- CPALMS
- iReady for progress monitoring data and differentiated instruction
- Common/Team Planning
- Core Curriculum
- Reading Coach
- Professional Development Coordinator
- Extended School Day
- Pearson Standards Roadmap Training and Support

Targeted Barriers to Achieving the Goal `3`

- Professional Development for Standards Based Instruction: I have consulted with Literacy First and am now providing PD every month.
- Time for Collaboration

Plan to Monitor Progress Toward G2. `8`

iReady data will be collected.

Person Responsible
Carrie Thompson

Schedule
Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion
The online iReady program will be used to create progress monitoring reports throughout the year.

Plan to Monitor Progress Toward G2. `8`

Acaletics data will be collected.

Person Responsible
Carrie Thompson

Schedule
Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion
The Acaletics math program will also provide progress monitoring data throughout the year.

Plan to Monitor Progress Toward G2. `8`

SES will use BENCHMARK and QUARTERLY assessments to monitor student progress

Person Responsible
Tracy Downing

Schedule
Quarterly, from 9/17/2014 to 6/5/2015

Evidence of Completion
Benchmark and Quarterly Assessment data

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

G2. South Elementary will collectively make purposeful decisions and provide effective communication and feedback related to curriculum, professional development and instruction to ensure teaching to the depth of the standard. 1

🔑 G058443

G2.B1 Professional Development for Standards Based Instruction: I have consulted with Literacy First and am now providing PD every month. 2

🔑 B148777

G2.B1.S1 The district math coach and school reading coach will provide professional development in assisting teachers with planning lessons to the depth of the standard. 4

🔑 S160582

Strategy Rationale

Teachers will learn to plan to the depth of the standard.

Action Step 1 5

Administrative team will introduce the Coaching Cycle during Team Planning.

Person Responsible

Tracy Downing

Schedule

Weekly, from 1/13/2015 to 6/1/2015

Evidence of Completion

Agenda

Action Step 2 `5`

Administrative team will deconstruct the standard during Team Planning using the Strategic Planning Tool.

Person Responsible

Tracy Downing

Schedule

Weekly, from 1/13/2015 to 6/1/2015

Evidence of Completion

Agenda

Action Step 3 `5`

The leadership team will meet with their teachers to construct the lesson plan using the Strategic Planning Tool.

Person Responsible

Tracy Downing

Schedule

Weekly, from 1/13/2015 to 6/1/2015

Evidence of Completion

Faculty Lesson Plans

Action Step 4 `5`

The administrative leadership team will co-teach, model, or coach the teacher through the lesson plan.

Person Responsible

Tracy Downing

Schedule

Weekly, from 1/13/2015 to 6/1/2015

Evidence of Completion

Calendar Schedule

Action Step 5 `5`

The Catapult Literacy First Trainer will provide PD on the Phonics and phonemic Awareness Assessments, MyDataFirst, Anatomy of a Lesson, and Academic Learning Time.

Person Responsible

Tracy Downing

Schedule

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

Evidence of Completion

PD Sign In Sheets

Action Step 6 `5`

Phonics and Phonemic Awareness assessments will be administered and that data will be used to drive instruction.

Person Responsible

Carrie Thompson

Schedule

Every 6 Weeks, from 1/7/2015 to 6/1/2015

Evidence of Completion

Agenda and framework for professional training

Action Step 7 `5`

Teachers will use Academic Learning Time and Anatomy of a Lesson during their ELA and Math Blocks

Person Responsible

Tracy Downing

Schedule

Daily, from 1/7/2015 to 6/1/2015

Evidence of Completion

Lesson Plans and Through Observations

Action Step 8 `5`

Plan Differentiated Support to teachers as needed

Person Responsible

Tracy Downing

Schedule

Daily, from 1/7/2015 to 6/1/2015

Evidence of Completion

Coaching Cycle, CWT, Lesson Plan Checks

Action Step 9 `5`

The school will provide the Acaletics supplemental curriculum to grades 1-5.

Person Responsible

Tracy Downing

Schedule

Daily, from 8/29/2014 to 6/5/2015

Evidence of Completion

The students will use the Acaletics Quick Pick books to complete daily exercises. The used books will be the evidence of use.

Action Step 10 `5`

The iReady program will be used for progress monitoring and supplemental instruction in ELA and Math

Person Responsible

Tracy Downing

Schedule

Quarterly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Progress monitoring data

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

The principal will monitor the professional development provided by the district math coach and the school reading coach.

Person Responsible

Tracy Downing

Schedule

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

Evidence of Completion

Professional development sign-in sheets, lesson plans, and teacher observations.

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

The principal and assistant principal will monitor teachers lesson plans and in-class teaching practices

Person Responsible

Tracy Downing

Schedule

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

Evidence of Completion

Lesson plans and teacher observations

G2.B2 Time for Collaboration 2

🔧 B148778

G2.B2.S1 Create common planning time for teachers, Reading Coach, and administrator. [copy] 4

🔧 S160583

Strategy Rationale

Effective planning strategy for new and veteran teachers in standards based instruction.

Action Step 1 5

South Elementary will provide a common planning time for same grade teachers, Reading Coach and administrator.

Person Responsible

Mike Radebaugh

Schedule

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

Evidence of Completion

Weekly lesson plans and Master Schedule

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

Reading Coach will assist teachers with lesson planning, PLC's, data chats, and other common planning meetings.

Person Responsible

Carrie Thompson

Schedule

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

Evidence of Completion

Meeting sign-in sheets and school calendar

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

Principal will meet daily with the Reading Coach to discuss obstacles, barriers, and successes of common planning.

Person Responsible

Mike Radebaugh

Schedule

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

Evidence of Completion

Lesson plans

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
G2.B1.S1.A1	Administrative team will introduce the Coaching Cycle during Team Planning.	Downing, Tracy	1/13/2015	Agenda	6/1/2015 weekly
G2.B2.S1.A1	South Elementary will provide a common planning time for same grade teachers, Reading Coach and administrator.	Radebaugh, Mike	8/18/2014	Weekly lesson plans and Master Schedule	6/5/2015 daily
G2.B1.S1.A2	Administrative team will deconstruct the standard during Team Planning using the Strategic Planning Tool.	Downing, Tracy	1/13/2015	Agenda	6/1/2015 weekly
G2.B1.S1.A3	The leadership team will meet with their teachers to construct the lesson plan using the Strategic Planning Tool.	Downing, Tracy	1/13/2015	Faculty Lesson Plans	6/1/2015 weekly
G2.B1.S1.A4	The administrative leadership team will co-teach, model, or coach the teacher through the lesson plan.	Downing, Tracy	1/13/2015	Calendar Schedule	6/1/2015 weekly
G2.B1.S1.A5	The Catapult Literacy First Trainer will provide PD on the Phonics and phonemic Awareness Assessments, MyDataFirst, Anatomy of a Lesson, and Academic Learning Time.	Downing, Tracy	1/6/2015	PD Sign In Sheets	6/1/2015 monthly
G2.B1.S1.A6	Phonics and Phonemic Awareness assessments will be administered and that data will be used to drive instruction.	Thompson, Carrie	1/7/2015	Agenda and framework for professional training	6/1/2015 every-6-weeks
G2.B1.S1.A7	Teachers will use Academic Learning Time and Anatomy of a Lesson during their ELA and Math Blocks	Downing, Tracy	1/7/2015	Lesson Plans and Through Observations	6/1/2015 daily
G2.B1.S1.A8	Plan Differentiated Support to teachers as needed	Downing, Tracy	1/7/2015	Coaching Cycle, CWT, Lesson Plan Checks	6/1/2015 daily
G2.B1.S1.A9	The school will provide the Acaletics supplemental curriculum to grades 1-5.	Downing, Tracy	8/29/2014	The students will use the Acaletics Quick Pick books to complete daily exercises. The used books will be the evidence of use.	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A10	The iReady program will be used for progress monitoring and supplemental instruction in ELA and Math	Downing, Tracy	8/29/2014	Progress monitoring data	6/5/2015 quarterly
G2.MA1	iReady data will be collected.	Thompson, Carrie	8/25/2014	The online iReady program will be used to create progress monitoring reports throughout the year.	6/5/2015 monthly
G2.MA1	Acaletics data will be collected.	Thompson, Carrie	8/25/2014	The Acaletics math program will also provide progress monitoring data throughout the year.	6/5/2015 monthly
G2.MA3	SES will use BENCHMARK and QUARTERLY assessments to monitor student progress	Downing, Tracy	9/17/2014	Benchmark and Quarterly Assessment data	6/5/2015 quarterly
G2.B1.S1.MA1	The principal and assistant principal will monitor teachers lesson plans and in-class teaching practices	Downing, Tracy	8/18/2014	Lesson plans and teacher observations	6/5/2015 daily
G2.B1.S1.MA1	The principal will monitor the professional development provided by the district math coach and the school reading coach.	Downing, Tracy	8/18/2014	Professional development sign-in sheets, lesson plans, and teacher observations.	6/5/2015 daily
G2.B2.S1.MA1	Principal will meet daily with the Reading Coach to discuss obstacles, barriers, and successes of common planning.	Radebaugh, Mike	8/18/2014	Lesson plans	6/5/2015 daily
G2.B2.S1.MA1	Reading Coach will assist teachers with lesson planning, PLC's, data chats, and other common planning meetings.	Thompson, Carrie	8/18/2014	Meeting sign-in sheets and school calendar	6/5/2015 weekly

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 Opportuntities

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

G2. South Elementary will collectively make purposeful decisions and provide effective communication and feedback related to curriculum, professional development and instruction to ensure teaching to the depth of the standard.

G2.B1 Professional Development for Standards Based Instruction: I have consulted with Literacy First and am now providing PD every month.

G2.B1.S1 The district math coach and school reading coach will provide professional development in assisting teachers with planning lessons to the depth of the standard.

PD Opportunity 1

Administrative team will introduce the Coaching Cycle during Team Planning.

Facilitator

Tracy Downing, Carrie Thompson

Participants

South Elementary Faculty

Schedule

Weekly, from 1/13/2015 to 6/1/2015

PD Opportunity 2

Administrative team will deconstruct the standard during Team Planning using the Strategic Planning Tool.

Facilitator

Tracy Downing, Carrie Thompson

Participants

South Elementary Faculty

Schedule

Weekly, from 1/13/2015 to 6/1/2015

PD Opportunity 3

The leadership team will meet with their teachers to construct the lesson plan using the Strategic Planning Tool.

Facilitator

Carrie Thompson, Derek Stewart, Suzan Eshleman, Tracy Downing

Participants

South Elementary Faculty

Schedule

Weekly, from 1/13/2015 to 6/1/2015

PD Opportunity 4

The administrative leadership team will co-teach, model, or coach the teacher through the lesson plan.

Facilitator

Suzan Eshleman, Carrie Thompson, Tracy Downing

Participants

SES Faculty

Schedule

Weekly, from 1/13/2015 to 6/1/2015

PD Opportunity 5

The Catapult Literacy First Trainer will provide PD on the Phonics and phonemic Awareness Assessments, MyDataFirst, Anatomy of a Lesson, and Academic Learning Time.

Facilitator

Kathryn Kelton, Tracy Downing

Participants

SES Faculty

Schedule

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

PD Opportunity 6

Phonics and Phonemic Awareness assessments will be administered and that data will be used to drive instruction.

Facilitator

Tracy Downing

Participants

SES Faculty

Schedule

Every 6 Weeks, from 1/7/2015 to 6/1/2015

PD Opportunity 7

Teachers will use Academic Learning Time and Anatomy of a Lesson during their ELA and Math Blocks

Facilitator

Tracy Downing

Participants

SES Faculty

Schedule

Daily, from 1/7/2015 to 6/1/2015

PD Opportunity 8

Plan Differentiated Support to teachers as needed

Facilitator

Tracy Downing

Participants

SES Faculty

Schedule

Daily, from 1/7/2015 to 6/1/2015

Technical Assistance Items

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

G2. South Elementary will collectively make purposeful decisions and provide effective communication and feedback related to curriculum, professional development and instruction to ensure teaching to the depth of the standard.

G2.B1 Professional Development for Standards Based Instruction: I have consulted with Literacy First and am now providing PD every month.

G2.B1.S1 The district math coach and school reading coach will provide professional development in assisting teachers with planning lessons to the depth of the standard.

PD Opportunity 1

The school will provide the Acaletics supplemental curriculum to grades 1-5.

Facilitator

Tracy Downing

Participants

SES Students and Faculty

Schedule

Daily, from 8/29/2014 to 6/5/2015

PD Opportunity 2

The iReady program will be used for progress monitoring and supplemental instruction in ELA and Math

Facilitator

Tracy Downing and Carrie Thompson

Participants

SES Faculty

Schedule

Quarterly, from 8/29/2014 to 6/5/2015

G2.B2 Time for Collaboration

G2.B2.S1 Create common planning time for teachers, Reading Coach, and administrator. [copy]

PD Opportunity 1

South Elementary will provide a common planning time for same grade teachers, Reading Coach and administrator.

Facilitator

Reading Coach, Principal

Participants

Grade Teams of Teachers

Schedule

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**