

Jackson County School Board

Cottondale Elementary School



2015-16 School Improvement Plan

Cottondale Elementary School

2766 LEVY ST, Cottondale, FL 32431

<http://ces.jcsb.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	B

**Preliminary 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 Jackson County School Board on 10/20/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At CES, Every Minute Matters! Every Child Counts!

Provide the school's vision statement

The vision of Cottondale Elementary School is to provide an education program in a safe environment that contributes to the development of each student emotionally, physically, socially and cognitively. While using research-based curriculum and best practices, we strive to create a positive atmosphere that is conducive to learning, harmonious living and develops a sense of personal responsibility and accountability. Opportunities will be provided to develop decision-making skills so that each child will be prepared for their role in our continually changing diverse society.

School Environment

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

All school personnel are encouraged to invest themselves in the lives of the students at CES. Faculty and staff intentionally show interest in and concern for students. Students are taught to get to know all adults on campus. Teachers frequently conference individually with families and attend the parent night activities. CES is a close knit community of teachers, students and stakeholders.

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

Supervision is provided on campus thirty minutes prior to the school's start time. Students are encouraged to engage in social and/or academic activities during this time. After school, an extended learning opportunity is available three days a week for students who have shown a need. School rules are enforced at all times on the campus of CES.

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

Cottondale Elementary School is a Positive Behavior Support school. As a participant in the district-wide PBS initiative, there is an emphasis on rewards for positive behavior which include "caught being good" notes for student reward in the office and to communicate positive behavior to parents. There are also referral-free rewards for students who do not receive office referrals for discipline. There is a school-wide discipline plan (which follows the district code of conduct) in place and each classroom has a classroom discipline plan which, likewise, follows the school-wide plan. Behavioral expectations are posted and communicated in the classrooms, in the student planners, in the handbooks and in common areas throughout the school.

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

School personnel are trained in detecting signs that students may be emotionally distressed. Referrals for assisting a student with emotional needs are made to the guidance counselor, the on-

site counseling services provider and to the district-contracted counselling services provider. The ALPHA program is an external counseling provider which is housed on the campus of CES. Referrals are made to these counselors who follow up with permission from parents/guardians of students to provide targeted individual, group and collateral counseling services. Signs of social isolation, misconduct and/or bullying are also taught to personnel who are trained to look for such evidence. There is a reporting process in place for substantiated or unsubstantiated bullying and/or harassment.

Early Warning Systems

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

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

The TSA is responsible for following the district and state policies regarding truancy. Contact is made with the home when a student begins to exhibit signs of truant behavior. A child study team meeting is held with the TSA, teacher, parent and student to educate all parties of attendance expectations and legal attendance requirements. When there are absences related to suspensions, a referral to the school's Student Support Services Team is made for behavioral intervention support. Level 1 students are identified for targeted academic remediation and academic intervention support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	82	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	0	99	0	0	0	0	0	0	0	99
Course failure in ELA or Math	0	0	0	0	0	43	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on K-2 Local Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retention(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

- Differentiated instruction in the classroom
- Small group or individual remediation in the classroom
- After-school remediation/extended learning opportunities
- Computer-based remediation programs in reading and math

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/290174>.

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

CES has an active Parent Teacher and Community support Organization (PTCO) that provided many opportunities for volunteers to provide assistance on campus. The PTCO supports parent involvement and provides resources for student engagement and achievement.

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:

Name	Title
Long, Diane	Principal
Tucker, Amber	Assistant Principal Instructional Coach
Craven, Jessica	Teacher, K-12
Bailey, Judy	Guidance Counselor

Duties

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

Specific SST Roles/functions (one person may sure more than one role):

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets meeting times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and

provides training/consultation as needed

- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Federal Funds include Title 1 funds which provide staffing for our school. These funds pay the salary of

1-3 teachers at our school. Our school utilizes Discovery Education for progress monitoring and this is

federally funded also. State funds include textbook dollars from the state that provides instructional materials for our teachers and other resources such as library books and media. State funds include S.A.I. (Supplemental Academic Instruction) funds which allow our school to purchase enrichment resources such as Elements of Vocabulary and COACH workbooks to prepare our students for the rigor

of EOC testing. Technology money from the state also helps fund our Accelerated Reader program. Local funds include PTO and the 1/2 cent sales tax which helps with technology resources. Our school

also has the ability to use United Streaming via local dollars to bring educational resources from various

sources (video and other media) to our teacher's classrooms.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jessica Craven	Teacher
Diane Long	Principal
Amber Tucker	Teacher
Jackie Williams	Teacher
Nell Cotton	Education Support Employee
Greg Ohler	Parent
Rosie White	Parent
Marvin Henderson	Business/Community
Barbaro Dominguez	Business/Community
Mandy Burkett	Parent
Amanda Braxton	Parent
Angela Heafner	Parent
Waconda White	Parent
Vicki Pippin	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council met to discuss the student outcome data for the 2013-2014 SIP. Of three goals, only one was met. The Council brainstormed barriers that might have affected the realization of the other goals. It was a consensus of the SAC to continue the goals from last year's plan.

Development of this school improvement plan

A review of the Step Zero (outcome) data was discussed by the SAC. Focus goals for the current (2014-2015) school year were discussed and identified. It was decided that the best course for the school was to continue the goals from last year's plan. The SAC voted to approve the 2014-2015 SIP at the September, 2014 meeting.

Preparation of the school's annual budget and plan

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

School Improvement funds were allocated by the SAC for the following items: Parent Night activities, Parent communication items including planners, folders, and paper.

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:

Name	Title
Long, Diane	Principal
Tucker, Amber	Assistant Principal Instructional Coach
Brown, Joanna	Teacher, K-12
Brockett, Reid	Teacher, K-12
McWaters, Melissa	Teacher, K-12
Shoupe, Jessica	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the school-based LLT for the 2015-2016 school year are 1) the successful the successful implementation of close reading strategies in reading courses 2)preparing students for the new end of course assessments 3) improving Reading scores at Cottondale Elementary School.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school climate among faculty and staff at CES is a positive one. School administration ensures, through scheduling, that grade levels are afforded common planning times with which to plan collaboratively. The school's instructional coach likewise plans with each group monthly to foster positive working relationships.

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

Recruit: Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Consortium that advertises job openings for the district that is accessible on the World Wide Web.

Retain: Newly hired teachers are provided a mentor and district support through the beginning teacher program. Professional development opportunities through the coordination of local, state and federal funds are aimed at increasing teacher effectiveness and retaining qualified teachers by providing an environment which is conducive for improving professional knowledge. Resources are provided (such as tutoring for subject area exams, reimbursement for reading endorsement, etc.) for teachers to obtain their professional teaching certificate; becoming highly-qualified in subject areas taught and renewal of professional certificates for veteran teachers. Support is given to help teaches improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Framework.

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

The District supports teacher mentoring with the school. Beginning teachers are paired with highly-effective/effective teachers that have received training on how to mentor other teachers. Pairings are

based on mentor/mentee teaching assignments, mentor teacher effectiveness, mentor teacher's previous year survey results and principal decisions.

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

Core instructional programs in reading (Wonders) and Math (Go Math) are district-approved as aligned with the Florida Standards.

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

Data gathered from classroom standards-based benchmark assessments, as well as predictive grade-level assessments such as FAIR, ThinkLink and STAR are used to make instructional decisions for individual students. Small-group or individual instruction based on skill deficit as well as other available intervention strategies are prescribed based on said data.

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: 5,670

Cottondale Elementary will offer a ninety (90) minute After School Tutoring program three (3) days a week to students in grades one (1) through five (5). This program will implement a blend of direct instruction and computer-based instruction in both Reading (ELA) and Math. Small groups of 3-5 students will receive balanced instruction of Florida Standards by certified teachers. The directed instruction will be supplemented with computer-based programs such as Lexia, Moby Max, Study Island, and FCAT Explorer. We have projected enrollment of 104 students. Sixteen teachers will be needed to teach differentiated small group instruction in Reading and Math. There will be eleven (15) Reading teachers, five (5) math teachers and one (1) lead teacher.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Craven, Jessica, jessica.craven@jcsb.org

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

Cottondale Elementary will use the ThinkLink Learning predictive series to gather data and progress monitor students participating in the Title One Tutoring program. Each series of Discovery Education Assessment Predictive Benchmark Assessments provides state specific screening data, using each state's curriculum standards and subskills for each test item. The teachers will use assessment results to identify and address learning difficulties and academic needs.

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

Following are the transition procedures from Head Start to Kindergarten in Jackson County:

- Children and Family Comprehensive Services Specialist, Head Start staff, Kindergarten staff and parents will meet and plan transition activities.
- Children and Family Comprehensive Services Specialist will complete Transition Plan B (JC-403) and Transitioning from Early Head Start/Transitioning from Pre-Kindergarten to Kindergarten (JC-468).
- Head Start students and parents will visit Kindergarten classroom.
- Head Start students will participate in learning activities with the Kindergarten class.
- Kindergarten staff will conduct a parent orientation with Head Start parents and provide Kindergarten materials and information.
- Head Start staff will conduct end-of-year comprehensive conference with parents and discuss student's progress and readiness for Kindergarten.
- Head Start staff will complete Transition Data Form (Jc-373) on each student.
- Educational and health information will be transferred to Kindergarten site.

In addition, the school holds an open house prior to school beginning for any incoming Kindergarten students who may not have had formal transitioning opportunities.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

569

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:

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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.

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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase professional development of teachers in specific reading strategies, we will see an increase in students grades 3-5 who achieve proficiency on the FSA.

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. If we increase professional development of teachers in specific reading strategies, we will see an increase in students grades 3-5 who achieve proficiency on the FSA. 1a

G075125

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal 2

- Support from the district elementary literacy coach
- Support from the school literacy coach
- Professional development in close reading strategies
- Professional development in vocabulary strategies

Targeted Barriers to Achieving the Goal 3

- Need for increased school-wide focus on close reading and vocabulary strategies. Data from EOY assessments and predictive assessments show weak areas of comprehension and vocabulary knowledge. Teachers need additional training in instructional strategies in developing comprehension and vocabulary.

Plan to Monitor Progress Toward G1. 8

Benchmark assessments.

Person Responsible

Diane Long

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

End of year benchmark assessments and state/local assessments.

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. If we increase professional development of teachers in specific reading strategies, we will see an increase in students grades 3-5 who achieve proficiency on the FSA. **1**

 G075125

G1.B1 Need for increased school-wide focus on close reading and vocabulary strategies. Data from EOY assessments and predictive assessments show weak areas of comprehension and vocabulary knowledge. Teachers need additional training in instructional strategies in developing comprehension and vocabulary.

2

 B196163

G1.B1.S1 All ELA teachers will receive on-site professional development in close reading strategies and vocabulary development with our school-based literacy coach. Professional Learning Communities will be held during grade group meetings. **4**

 S207898

Strategy Rationale

Teachers lack resources and sufficient training in these strategies.

Action Step 1 **5**

Professional development in close reading and vocabulary development strategies

Person Responsible

Diane Long

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

improved proficiency rates on FSA ELA in students grade 3-5

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

submission of products from professional development assignments

Person Responsible

Diane Long

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Interactive vocabulary journals close reading activities lesson plans

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

Benchmark assessments in classrooms and ThinkLink scores

Person Responsible

Jackie Williams

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Scores on classroom benchmark assessments and DiscoveryEd ThinkLink scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development in close reading and vocabulary development strategies	Long, Diane	8/17/2015	improved proficiency rates on FSA ELA in students grade 3-5	5/27/2016 monthly
G1.MA1	Benchmark assessments.	Long, Diane	8/10/2015	End of year benchmark assessments and state/local assessments.	5/27/2016 quarterly
G1.B1.S1.MA1	Benchmark assessments in classrooms and ThinkLink scores	Williams, Jackie	9/1/2014	Scores on classroom benchmark assessments and DiscoveryEd ThinkLink scores	5/29/2015 quarterly
G1.B1.S1.MA1	submission of products from professional development assignments	Long, Diane	8/17/2015	Interactive vocabulary journals close reading activities lesson plans	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we increase professional development of teachers in specific reading strategies, we will see an increase in students grades 3-5 who achieve proficiency on the FSA.

G1.B1 Need for increased school-wide focus on close reading and vocabulary strategies. Data from EOY assessments and predictive assessments show weak areas of comprehension and vocabulary knowledge. Teachers need additional training in instructional strategies in developing comprehension and vocabulary.

G1.B1.S1 All ELA teachers will receive on-site professional development in close reading strategies and vocabulary development with our school-based literacy coach. Professional Learning Communities will be held during grade group meetings.

PD Opportunity 1

Professional development in close reading and vocabulary development strategies

Facilitator

Sheryl Brock

Participants

all ELA instructors

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Professional development in close reading and vocabulary development strategies	\$0.00
Total:			\$0.00