Suwannee Springcrest Elementary

2016-17 Schoolwide Improvement Plan

Suwannee Springcrest Elementary

1419 WALKER AVE SW, Live Oak, FL 32064

sis.suwannee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	C*	D	D

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 Suwannee County School Board on 10/25/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Suwannee Springcrest Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Suwannee Intermediate School will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

b. Provide the school's vision statement.

Suwannee Intermediate School will meet the highest academic and social standards as set by the State of Florida and the Federal Government. To be the "Greatest School on Earth", each child must leave SIS better than when they arrived--academically and socially.

2. School Environment

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

Parent communication is key. The relationship that is created between teacher, parent(s) and students is essential to student success. Parent meetings, APT, & SAC all include parents. Our Parent Involvement Plan includes other ways to build that relationship too.

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

Our school is very structured. Everyone is treated equally. We follow basic guidelines for success that include respect, responsibility, and cooperation.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

CHAMPs is the Positive Behavior System that is in place at SIS. Behavior expectations and consequences are school wide, not by classroom only. Administration follows a discipline rubric for referred offenses.

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

Guidance counselor directs Student Support Team meetings (bi-weekly). References may come from teachers, parapros, administration, or anyone that may have a concern.

We are contracted with various community counseling programs as well.

3. 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).

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

Attendance: any student missing 10% or more of school days is referred to SST. Letters are sent throughout the year alerting parents that their child has missed 10% or more of school. Letters are also sent when I student has missed 3, 5, and 10 days within a certain time frame.
Behavior: students with daily marks for misbehavior are referred by the teacher.
Academic: Level 1 students; also referred by teacher from observation in classroom. And any student with 2 or more grades of F.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	15	23	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	39	34	0	0	0	0	0	0	0	73
Course failure in ELA or Math	0	0	0	0	46	27	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	0	144	146	0	0	0	0	0	0	0	290

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	38	20	0	0	0	0	0	0	0	58

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

Small group interventions by testing scores. Furthermore, teacher recommended SST meetings will determine what other or different strategies can be employed.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

Communication with parents is essential to the success of the school. Parent involvement beyond conversation at SIS includes volunteering at school events and participating in monthly SAC and ATP meetings.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Presence at as many community events as possible as well as publicizing the good news from SIS.

SIS utilizes different businesses throughout the community for fundraising efforts. Local businesses also partner with the school to provide incentives for student achievement.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Simpson, James	Principal
Brown, Amanda	Assistant Principal

b. Duties

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

Jim Simpson, Principal, and Mandy Brown, Assistant Principal, are responsible for gathering and analyzing the school-wide data. This data is used to drive the programs, interventions, and instruction in each classroom. The Principal and Assistant Principal provide the support for the classroom teachers to be able to achieve the maximum growth of each individual student. Marcia Boatright, Academic Coach, provides guidance to the teachers for best instructional strategies. She also provides resources for the teachers to use during the school-wide intervention time, as well as modeling of specific strategies within the classroom setting. Dana Putnal, Guidance Counselor, provides support to the school and district personnel in regards to the RtI process for our students. Mrs. Putnal assists teachers and staff with all aspects of the ESE program.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Each grade level (4th and 5th) consists of 3 or 4 teams. Each team per grade level is dedicated to servicing either ELLs, IEPs, or 504s. Each of those individual groups consists of 4-5 teachers per team. Due to this grouping, the ESE and paraprofessional support for each specific group is able to spend more time with their targeted group of students because they are only having to divide their time between 4-5 teachers, rather than 14-15 teachers. Forty-five minutes of the school day is dedicated to reading interventions. Phonics is a focus for this year; students that scored low on this particular area of the iReady diagnostic test are remediated using the Phonics for Reading program. The students (according to FSA scores) that were proficient in this area will work on enrichment activities.. These are fluid groups and are constantly changing according to the needs of each individual student.

Federal funds (Title 1) provide for staffing of paraprofessionals in the ESE department to meet individualized needs of students.
Federal funds (Title 1, Part C) provide for paraprofessionals to provide instructional support for the

students who qualify as Migrant students.
Federal funds (Title II) provide for professional development resources.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Suzanne Dunn	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At one of the SAC meetings, members reviewed the plan.

b. Development of this school improvement plan

The plan is provided for review to the SAC committee and input is given and accepted from all stakeholders.

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

Summaries are provided for review.

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

A science coach provides hands-on lab experiments for all 5th graders on a weekly basis. Teachers are also provided opportunities for training for strategies to implement Florida standards.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Simpson, James	Principal
Brown, Amanda	Assistant Principal
	Instructional Coach

b. Duties

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

The LLT ensures that teachers are kept up to date on best practices in ELA instruction. The LLT provides opportunities for teachers to visit model classrooms where these best practices are on display on a daily basis. Professional Development is provided for teachers on a monthly basis with a strong focus on the development of literacy instruction within the classroom.

Twice a year, the LLT promotes the "One Book, One School" initiative at SIS. One book is chosen for the entire school to read at the same time over a specific time period. Activities and contests are completed as a school around the book.

D. Public and Collaborative Teaching

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

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

Each "team" has a common planning time of 45 minutes daily. Every week, the team meets as a PLC (Professional Learning Community) to insure common planning and common instructional strategies are being used by all. Once a month, the PLC meets for the entire day to plan together and to look at data to drive the instruction and to adjust intervention groups based on the needs of the students and their data.

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

We recruit outside of our immediate area for qualified candidates. We offer Professional Development and also provide a mentoring program for beginning teachers.

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

Teachers who are new to the district and/or new to their current grade level will receive a mentor. The mentor/new teacher pairing is based on the specific needs of the new teacher and the strengths of the mentoring teacher. We also ensured that the pairs shared a common planning period so that they could meet and collaborate with one another throughout the week. Planned mentoring activities include collaborative planning, data chats, and modeling teaching opportunities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Grade level teams in the district have created maps for each course. The teachers at SIS follow these maps; as a team, at weekly PLCs, we discuss who is covering what standard and when to ensure coherence to the map. Students are tested on standards throughout the year in the iReady program (Standards Mastery). The data from these assessments are logged in their data binder and data chats will allow for the discussion of this data.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Individual data folders are reviewed by teachers (and with students) to ensure that goals are being met. Data is used from iReady progress monitoring tests, iReady Standards tests, and of course FSA & FCAT.
Each teacher will give a short testing "probe" after each standard is covered, by subject, to ensure proficiency. Then the data from those probes can be compared teacher by teacher to see what is working and what is not. The PM 9-weeks testing will act as the first comparative data that we will have.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Grant provided 21st Century Learning Community will guide an after school program for any students that wish to participate.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Testing scores will be recorded at the beginning of the program and again at year's end.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

NA

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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.

NA

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5.

G2. Implement sustainable professional development targeted at K-5 alignment goals.

G3. Improve daily average attendance rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5. `1a`

🔑 G084307

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	55.0
Math Gains	66.0
Math Lowest 25% Gains	75.0
FSA ELA Achievement	55.0
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal `3`

- Low math scores

- Low reading scores

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

- Newly developed aligned K-5 curriculum maps

- Reading coach

- iReady program

- Phonics for Reading

- Singapore Math Strategies

Plan to Monitor Progress Toward G1. `8`

Bi-weekly data chats will determine if all teachers are following the same map. Collaboration is key to ensuring that progress is made. Constant and consistent working together will be observed.

Person Responsible
James Simpson

Schedule
Daily, from 8/16/2016 to 6/2/2017

Evidence of Completion
Review of teacher data binders - data collection worksheets.

Plan to Monitor Progress Toward G1. 8

Individual conversations and observations will determine teacher's abilities.

Person Responsible
James Simpson

Schedule
Daily, from 8/16/2016 to 6/2/2017

Evidence of Completion

G2. Implement sustainable professional development targeted at K-5 alignment goals. 1a
🔑 G084308

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal 3
- Time

Resources Available to Help Reduce or Eliminate the Barriers 2
- Common planning
- Experienced administration
- Reading coach

Plan to Monitor Progress Toward G2. 8

Testing results from students will improve, thus showing improved instructional practices.

Person Responsible
James Simpson

Schedule
Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

G3. Improve daily average attendance rate. 1a

🔑 G084309

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Education of parents on the understanding of compulsory attendance law.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration

- Guidance counselor

- Truancy coordinator

- Parent liaison

Plan to Monitor Progress Toward G3. 8

Monthly attendance reports will be used to determine those students in need of attendance interventions.

Person Responsible
Amanda Brown

Schedule
On 6/2/2017

Evidence of Completion
Monthly attendance reports

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. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5. 1

🔑 G084307

G1.B1 Low math scores 2

🔑 B223995

G1.B1.S1 Implementation of Singapore math strategies 4

🔑 S236375

Strategy Rationale

Best practices, simply put, improve instruction.

Action Step 1 5

Professional development for using Singapore math strategies.

Person Responsible

James Simpson

Schedule

Daily, from 8/16/2016 to 6/2/2017

Evidence of Completion

At monthly meetings, teachers will submit sample math problems to create a database.

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

Constant and consistent classroom observation of Singapore strategies.

Person Responsible

James Simpson

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

monthly submission of sample Singapore math problems.

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

Classroom walkthroughs and weekly team meetings.

Person Responsible

James Simpson

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Walkthrough data that verifies use of singapore strategies.

G1.B2 Low reading scores 2

🔑 B223996

G1.B2.S2 Use of Top Score writing curriculum 4

🔑 S236378

Strategy Rationale

Action Step 1 5

Implementation of writing curriculum 2-5.

Person Responsible

James Simpson

Schedule

Daily, from 8/17/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Lesson plan submissions and daily classroom observations

Person Responsible

James Simpson

Schedule

Daily, from 8/16/2016 to 6/2/2017

Evidence of Completion

Lesson plan submissions

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B2.S3 Use of iReady data for creation of small groups/centers `4`

🔑 S236379

Strategy Rationale

Action Step 1 `5`

Training and implementation of iReady program for progress monitoring & standards based testing.

Person Responsible

James Simpson

Schedule

Daily, from 8/16/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Person Responsible

Schedule

Evidence of Completion

G2. Implement sustainable professional development targeted at K-5 alignment goals. 1

🔍 G084308

G2.B2 Time 2

🔍 B223999

G2.B2.S1 Use of PLC format at monthly & weekly team meetings. 4

🔍 S236380

Strategy Rationale

to improve collaboration

Action Step 1 5

Use the first Wednesday of each month as a full day PLC day for collaboration.

Person Responsible

James Simpson

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Agenda creation of each month's meeting.

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

District monitoring of principal's agendas for the monthly PLC day.

Person Responsible

James Simpson

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Monthly agendas will be submitted. Observation by district personnel is welcomed as well.

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

Weekly collaborative meetings with other elementary principals--discussions to ensure PLCs are working correctly.

Person Responsible

James Simpson

Schedule

Weekly, from 8/16/2016 to 6/2/2017

Evidence of Completion

On going improvement and work on the effectiveness of the PLC format.

G3. Improve daily average attendance rate. `1`

🔑 G084309

G3.B1 Education of parents on the understanding of compulsory attendance law. `2`

🔑 B224000

G3.B1.S1 Celebrate attendance--reward students with perfect attendance. `4`

🔑 S236381

Strategy Rationale

to increase perfect attendance.

Action Step 1 `5`

Celebrate perfect attendance students each 9-weeks with prizes and recognition.

Person Responsible

James Simpson

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

Maintaining a list of perfect attendance students.

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

Monthly reports of attendance will be collected; noting perfect attendance students.

Person Responsible

Amanda Brown

Schedule

Monthly, from 8/16/2016 to 6/2/2017

Evidence of Completion

a record of perfect attendance students.

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

rewards for students of perfect attendance

Person Responsible

James Simpson

Schedule

Quarterly, from 8/16/2016 to 6/2/2017

Evidence of Completion

at recognition ceremonies, these awards will be distributed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S2.MA1 🔑 M310798	[no content entered]		No Start Date		No End Date one-time
G1.B2.S3.MA1 🔑 M310800	[no content entered]		No Start Date		No End Date one-time
G1.MA1 🔑 M310801	Bi-weekly data chats will determine if all teachers are following the same map. Collaboration is...	Simpson, James	8/16/2016	Review of teacher data binders - data collection worksheets.	6/2/2017 daily
G1.MA2 🔑 M310802	Individual conversations and observations will determine teacher's abilities.	Simpson, James	8/16/2016		6/2/2017 daily
G2.MA1 🔑 M310805	Testing results from students will improve, thus showing improved instructional practices.	Simpson, James	8/16/2016		6/2/2017 quarterly
G3.MA1 🔑 M310808	Monthly attendance reports will be used to determine those students in need of attendance...	Brown, Amanda	8/16/2016	Monthly attendance reports	6/2/2017 one-time
G1.B1.S1.MA1 🔑 M310794	Classroom walkthroughs and weekly team meetings.	Simpson, James	8/16/2016	Walkthrough data that verifies use of singapore strategies.	6/2/2017 weekly
G1.B1.S1.MA1 🔑 M310795	Constant and consistent classroom observation of Singapore strategies.	Simpson, James	8/16/2016	monthly submission of sample Singapore math problems.	6/2/2017 weekly
G1.B1.S1.A1 🔑 A304885	Professional development for using Singapore math strategies.	Simpson, James	8/16/2016	At monthly meetings, teachers will submit sample math problems to create a database.	6/2/2017 daily
G2.B2.S1.MA1 🔑 M310803	Weekly collaborative meetings with other elementary principals--discussions to ensure PLCs are...	Simpson, James	8/16/2016	On going improvement and work on the effectiveness of the PLC format.	6/2/2017 weekly
G2.B2.S1.MA1 🔑 M310804	District monitoring of principal's agendas for the monthly PLC day.	Simpson, James	8/16/2016	Monthly agendas will be submitted. Observation by district personnel is welcomed as well.	6/2/2017 monthly
G2.B2.S1.A1 🔑 A304890	Use the first Wednesday of each month as a full day PLC day for collaboration.	Simpson, James	8/16/2016	Agenda creation of each month's meeting.	6/2/2017 monthly
G3.B1.S1.MA1 🔑 M310806	rewards for students of perfect attendance	Simpson, James	8/16/2016	at recognition ceremonies, these awards will be distributed.	6/2/2017 quarterly
G3.B1.S1.MA1 🔑 M310807	Monthly reports of attendance will be collected; noting perfect attendance students.	Brown, Amanda	8/16/2016	a record of perfect attendance students.	6/2/2017 monthly
G3.B1.S1.A1 🔑 A304891	Celebrate perfect attendance students each 9-weeks with prizes and recognition.	Simpson, James	8/16/2016	Maintaining a list of perfect attendance students.	6/2/2017 quarterly
G1.B2.S2.MA1 🔑 M310799	Lesson plan submissions and daily classroom observations	Simpson, James	8/16/2016	Lesson plan submissions	6/2/2017 daily
G1.B2.S2.A1 🔑 A304888	Implementation of writing curriculum 2-5.	Simpson, James	8/17/2016		6/2/2017 daily
G1.B2.S3.A1 🔑 A304889	Training and implementation of iReady program for progress monitoring & standards based testing.	Simpson, James	8/16/2016		6/2/2017 daily

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional development for using Singapore math strategies.	$0.00
2	G1.B2.S2.A1	Implementation of writing curriculum 2-5.	$0.00
3	G1.B2.S3.A1	Training and implementation of iReady program for progress monitoring & standards based testing.	$0.00
4	G2.B2.S1.A1	Use the first Wednesday of each month as a full day PLC day for collaboration.	$0.00
5	G3.B1.S1.A1	Celebrate perfect attendance students each 9-weeks with prizes and recognition.	$0.00
		Total:	$0.00