Cottondale Elementary School

2016-17 Schoolwide Improvement Plan

Cottondale Elementary School

2766 LEVY ST, Cottondale, FL 32431

http://ces.jcsb.org

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	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	B

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 11/22/2016.

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 Cottondale Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At CES, Every Minute Matters! Every Child Counts!

b. Provide the school's vision statement.

The vision of Cottondale Elementary School is to provide and 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.

2. School Environment

a. 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 an 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. In addition, the walls of the teacher resource room are decorated with index cards, personalized with each individual student's name. Teachers are encouraged to place colored dots on each card; green if you know the child and red if you do not. This system allows teachers to recognize the students that staff needs to become better acquainted with. CES is a close knit community of teachers, students and stakeholders.

b. 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.

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.

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.

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.

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.

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.

The Teacher on Special Assignment (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.

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	6	8	2	5	5	10	0	0	0	0	0	0	0	36
One or more suspensions	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	3	0	2	4	1	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on K-2 Local Assessment	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	

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	1	0	1	2	1	0	0	0	0	0	0	0	5

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

Differentiated instruction via small group or individual remediation in the classroom.
Computer-based remediation programs in reading, math, and 5th grade science.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/323873.

2. Description

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

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.

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.

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
Larkin, Jessica	Principal
Bailey, Judy	School Counselor
Ohler, Greg	Other

b. Duties

1. 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.

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.

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
supplemental teachers at our school. Our school utilizes i-Ready 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Alanna Russ	Teacher
Greg Ohler	Parent
Rosie White	Business/Community
Marvin Henderson	Business/Community
Barbaro Dominguez	Business/Community
Amanda Braxton	Parent
Angela Heafner	Parent
Waconda White	Parent
Vicki Pippin	Parent
Sharese Sutton	Teacher
Tina Anderson	Education Support Employee
Tabitha Pumphrey	Parent
Sharon Pumphrey	Parent
Shelley Jurgonski	Education Support Employee
Wendy Scurlock	Parent
Tanya Talbot	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

The School Advisory Council met to discuss the student outcome data for the 2015-2016 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 into the 2016-2017 school year.

b. Development of this school improvement plan

A review of the Step Zero (outcome) data was discussed by the SAC. Focus goals for the current (2015-2016) 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 2016-2017 SIP at the September 2016 meeting.

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

The School Leadership Team with the direction of the District Leadership Team and guidance and input from the School Advisory Council, develop the use of funds allocated for the implementation of the School Improvement Plan.

2. 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.

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
Larkin, Jessica	Principal
Brown, Joanna	Teacher, K-12
Brockett, Reid	Teacher, K-12
McWaters, Melissa	Teacher, K-12
Shouppe, Jessica	Instructional Media

b. Duties

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

The major initiatives of the school-based LLT for the 2016-2017 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 ELA scores at Cottondale Elementary School.

D. 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).

1. 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 administration likewise plans with each group monthly to foster positive working relationships.

2. 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 using the Marzano Framework.

3. 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-effecive/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.

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.

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

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.

Data gathered from classroom standards-based benchmark assessments, as well as predictive grade-level assessments such as IReady, IXL, 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.

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: Extended School Day

Minutes added to school year: 5,670

Cottondale Elementary will offer a thirty (30) minute Remediation program two (2) 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 students will receive balanced instruction of Florida Standards by a certified teacher. The directed instruction will be supplemented with computer-based programs such as iReady and MobyMax. We have projected enrollment of 100 students.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Larkin, Jessica, jessica.larkin@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 iReady predictive series to gather data and progress monitor students participating in the Title One Tutoring program. Each series of iReady 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.

2. Student Transition and Readiness

a. 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).

1. 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 and open house prior to school beginning for any incoming Kindergarten students who may not have had formal transitioning opportunities.

b. College and Career Readiness

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

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

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

4. 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.

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.

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"? 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.

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. 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"), 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. 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`

🔍 G086673

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0

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.

Resources Available to Help Reduce or Eliminate the Barriers `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

Plan to Monitor Progress Toward G1. `8`

Benchmark assessments.

Person Responsible
Jessica Larkin

Schedule
Quarterly, from 8/11/2016 to 5/26/2017

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`

🔑 G086673

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`

🔑 B230388

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`

🔑 S243054

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

Jessica Larkin

Schedule

Monthly, from 8/11/2016 to 5/26/2017

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

Jessica Larkin

Schedule

Monthly, from 8/11/2016 to 5/26/2017

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 iReady scores

Person Responsible

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Scores on classroom benchmark assessments and iReady scores

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.MA1 🔍 M325404	Benchmark assessments.	Larkin, Jessica	8/11/2016	End of year benchmark assessments and state/local assessments.	5/26/2017 quarterly
G1.B1.S1.MA1 🔍 M325402	Benchmark assessments in classrooms and iReady scores		8/11/2016	Scores on classroom benchmark assessments and iReady scores	5/26/2017 quarterly
G1.B1.S1.MA1 🔍 M325403	submission of products from professional development assignments	Larkin, Jessica	8/11/2016	Interactive vocabulary journals close reading activities lesson plans	5/26/2017 monthly
G1.B1.S1.A1 🔍 A314480	Professional development in close reading and vocabulary development strategies	Larkin, Jessica	8/11/2016	improved proficiency rates on FSA ELA in students grade 3-5	5/26/2017 monthly

V. 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 8/11/2016 to 5/26/2017

VII. Budget

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