Southside Elementary School

2017-18 Schoolwide Improvement Plan

Southside Elementary School

1901 WEBBER ST, Sarasota, FL 34239

www.sarasotacountyschools.net/southside

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	30%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 is pending approval by the Sarasota County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Southside Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To use data-driven instruction for progress monitoring, so that each student is learning, succeeding and reaching above and beyond their potential every day.

b. Provide the school's vision statement.

To learn, to dream, to laugh, to love every child every day - whatever it takes!

2. School Environment

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

Annually this begins on day one with teachers referencing Harry Wong's "Seven Things Every Student Wants to Know on Day 1". Every teacher doing this allows consistency grades K through 5 ensuring students feel safe, comfortable and respected in the school. Additionally, our Planning for Instruction Guide references how to build positive relationships and a safe classroom environment with specific tips and strategies.

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

Southside offers a before-school program for working parents to drop off their children in a safe, respectful environment daily. During school, students are reminded daily on the morning news show that we use kind words and only kind words and to continue to follow school and classroom rules. Our Positive Behavior & Instructional Support Committee (PBIS) meets regularly to review school cultural and behavioral progress. All visitors on campus check in through the main office and the RAPTOR system. After school, a variety of club offerings are provided in addition to the YMCA After Care program for our working families.

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.

At Southside we believe that everyone has the right and responsibility to achieve his or her educational best. Likewise, we believe that no one has the right to interfere with another student's opportunity to learn. With these beliefs at hand we will: 1) show respect for all members of the Southside school community, 2) clearly define the behavior we expect from everyone, and 3) hold each person accountable for his or her own behavior. All teachers post classroom rules, expectations and consequences. Teachers plan and teach procedures step by step. Students are provided with positive recognition for following school, cafeteria and classroom rules.

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.

Counselors provide small group counseling in areas such as: anger management, divorce, grief and loss, etc. Students are pulled individually and/or in small groups as needed. Classroom Guidance lessons are provided. Additionally many students are mentored through our Reading Partner program

which fosters positive relationships between a student and an adult while focusing on developing reading skills and strategies.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance is monitored regularly by a Guidance Counselor. The counselor communicates with administration and families to help intervene when necessary. The SWST/CARE teams meet regularly to assist with interventions for academics and behavior when necessary. Both processes require communication with families to help intervene. There is constant communication between teachers and administration through regular "Data Chats".

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	8	11	8	9	5	4	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	2	0	4	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	24	8	12	0	0	0	0	0	0	0	44

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	2	1	0	0	0	0	0	0	0	0	3

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

The MTSS process continues to be in place at Southside meeting three times a year. The Administrative Support Team worked with classroom teachers to identify students in need of academic or behavioral intervention through progress monitoring data reviews. The MTSS team, along with classroom teachers, developed interventions and monitored student progress throughout the school year. Students were further referred to the SWST/CARE process when more intensive intervention was necessary.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Southside Elementary School has one of the highest levels of parent involvement in the district's elementary schools. Maintaining the high level of parent involvement is targeted by working with the PTO, Southside Foundation and F.B.I. (Fathers Being Involved) to offer many volunteer opportunities at our school for our parents.

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.

Southside Elementary School has over 200 business partnerships that support the school in a variety of ways. One example is our partnership with The Players Theatre of Sarasota. Southside and The Players share spaces throughout the school year. The Players Theatre utilizes portable classrooms in the evenings to rehearse some of their smaller shows. In exchange, Southside has access to the 450 seat theatre in May for four days to perform the school's annual spring musical.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Dragon, Steven	Principal
Mattern, Christine	Teacher, K-12
West , Carol	Teacher, K-12
Whittinghill, Beth	Teacher, K-12
Miller, Michele	Teacher, K-12
Nzeza, Jennifer	Assistant Principal
Sobolewski, Danielle	Teacher, K-12
Broom , Kellie	Teacher, K-12
DeNegris, Jennifer	Teacher, K-12
Holman , Stacey	Teacher, K-12
Colgate, Laurel	Teacher, ESE

b. Duties

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

Each Spring instructional staff members have the opportunity to express interest in serving on the School Leadership Team for their grade level or department area. The School Leadership Team has regularly scheduled meetings on Monday afternoons. During these meetings school wide instructional

goals are reviewed. Members are given opportunity to make decisions regarding capital outlay needs, professional development offerings and instructional practices in the school.

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.

The School Leadership team identifies and aligns available resources as needed throughout the year to help maintain and improve student achievement. As a non-title I school, funding sources are limited. An inventory of Capital Outlay purchases greater than $750 are included in the school's annual fixed asset inventory, which the school has maintained at 100 percent. The Capital Outlay dollars that are allocated to the school are used to enhance the overall learning environment. School Administration and Leadership Team meet weekly to discuss the above.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Stephen Campion	Parent
Steven Dragon	Principal
Daria Ferreira	Parent
Taunya Fogleman	Teacher
Ileana Manzano	Teacher
Missy Windom	Teacher
Charlene Johnson	Education Support Employee
Lauren Fineman	Parent
Christen Ralich	Education Support Employee
Jason Collier - Parent/Attorney	Business/Community
Leigh Hughes	Parent
Terri Merideth	Parent
Jennifer Nzeza	Education Support Employee
Rob Rominiecki	Parent
Rachael Feldman - Parent/Family Business	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first SAC meeting of the year, student data trends over time (past five years) are reviewed and discussed as are the strategies that were implemented to achieve these results.

b. Development of this school improvement plan

Review student achievement data
Assist in the on-going evaluation of the SIP throughout the 2017-2018 school year
At the first SAC meeting of the year, student data is shared and areas of improvement school-wide
are identified.

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

The school's input into the annual budget (personnel) is determined midway through the year in a
meeting with district leadership discussing historical projections of student enrollment. When both
school and district reach agreement on the projected enrollment, a personnel budget is created at the
district level. Based upon generated FTE, a discretionary general fund, instructional materials and
capital equipment/maintanence are developed at the district level.

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

The SAC budget in 2016-17 was not funded by the state.

***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
Dragon, Steven	Principal
Mattern, Christine	Teacher, K-12
West , Carol	Teacher, K-12
Whittinghill, Beth	Teacher, K-12
Miller, Michele	Teacher, K-12
Sobolewski, Danielle	Teacher, K-12
Broom , Kellie	Teacher, K-12
DeNegris, Jennifer	Teacher, K-12
Holman , Stacey	Teacher, K-12
Colgate, Laurel	Teacher, ESE
Nzeza, Jennifer	Assistant Principal

b. Duties

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

Schoolwide Reading Partner Program
Reading Wonders use in the K-5 program
Florida Standards implementation
Identify remedial students and target small group instruction
Reading Counts Incentives

Principal Luncheons with book talks
Morning News Show segment focusing on math literacy strategies
Before-school Tutoring sessions for 3rd grade preparation for FSA
Math Journals
Visible Learning activities

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The Instructional Bargaining Contract requires that one common planning time per week is scheduled as a PLC. These meetings focus on instructional strategies that are being implemented throughout the school and at the grade level. School Administration participates in six PLCs working with each grade level and/or department.

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

Use of the Teacher Evaluation System (TES)
Provide on-going Professional Development
District support for teachers in need of assistance
Review and reference the Instructional Planning Guide
Recently hired instructional staff all are effective/highly effective teachers as documented by their evaluations and references. They were selected by a team representative of the open positions.

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

The school's mentoring program is determined by the district-wide mentoring program for all new instructional staff. At this time, we have one level 1 teacher requiring a mentor.

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.

The instructional programs are purchased at the district level and are aligned with the state standards. Additionally, the district has developed Instructional Focus Guides that ensure curriculum delivery is aligned. Southside teachers use this information to plan for instruction.

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.

Teachers are given rubrics and student data (iREADY Reading and Math and classrooms assessments) that help teachers determine instructional groupings. Once students are identified in a

group, progress is monitored and groupings are flexible. Student data is used throughout the school year to monitor students who may be in need of more intensive assistance/instruction through the Multi-Tiered Support System (MTSS). Student data sheets are completed and monitored by the instructional support team.

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: 5,400

The district has extended the day at all schools by 30 minutes daily in order to allow for extra enrichment through special area classes and classroom instruction.

Strategy Rationale

To increase opportunities for student achievement district wide.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dragon, Steven, steven.dragon@sarasotacountyschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

During the 2017-18 school year, data as measured by the Florida Standards Assessment will be reviewed.

Strategy: After School Program

Minutes added to school year: 1,800

After school enrichment activities are offered Monday through Friday throughout the school year (Sept. - May). These activities include a wide variety of arts clubs, sports, and academic enrichment.

Strategy Rationale

Enrichment breeds achievement!

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dragon, Steven, steven.dragon@sarasotacountyschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attitudinal surveys are utilized.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We provide numerous tours to incoming Kindergarten families and conduct a Kindergarten Orientation each spring. Additionally, our fifth graders have opportunity to visit area middle schools and attend their parent orientation evenings.

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.

Southside Elementary School offers two after-school clubs for students in grades 2-5 teaching students to learn coding and advanced technology programs. The Coding club students learn about writing basic block code using the programs Code.Org, Blocky, Kodable, and Scratch. In the Microsoft Club, students are introduced to Word, Excel, Sway, and Power Point.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"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.

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.   SCIENCE GOAL - By the year 2018, there will be a two percentage point increase for all student groups currently demonstrating proficiency on the FCAT Science 2.0.

G2.   READING GOAL - By the year 2018, there will be a 2% increase in the percentile average for grades 3 -5 on the Florida Standards Assessment.

G3.   MATH GOAL - By the year 2018, there will be a 2% increase in the percentile average for grades 3 - 5 on the Florida Standards Assessment.

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. SCIENCE GOAL - By the year 2018, there will be a two percentage point increase for all student groups currently demonstrating proficiency on the FCAT Science 2.0. `1a`

🔑 G097339

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0

Targeted Barriers to Achieving the Goal `3`

- A heightened awareness of the importance of continuous science instruction grades K-5

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

- Fusion Science K-5 Schoolwide science activities (Science Fair, Science Club, Science Special, Natures Academy)

Plan to Monitor Progress Toward G1. `8`

Program assessments.

Person Responsible

Chip Phillips

Schedule

Monthly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G2. READING GOAL - By the year 2018, there will be a 2% increase in the percentile average for grades 3-5 on the Florida Standards Assessment. `1a`

🔍 G097340

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	90.0

Targeted Barriers to Achieving the Goal `3`

- Limited funds for outside professional development.

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

- School-wide use of the PLANNING FOR INSTRUCTION 2017-18 booklet provided to all teachers.

Plan to Monitor Progress Toward G2. `8`

State and district student data and assessments.
Subject area tests.
TES observations and evaluations.
Classroom walkthroughs.

Person Responsible
Steven Dragon

Schedule
Monthly, from 8/14/2017 to 5/17/2018

Evidence of Completion
State and district assessments, subject area tests, TES observations and evaluations

G3. MATH GOAL - By the year 2018, there will be a 2% increase in the percentile average for grades 3 - 5 on the Florida Standards Assessment. 1a

🔍 G097341

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	89.0

Targeted Barriers to Achieving the Goal 3

- Limited funds for outside professional development.

- Finding time to consistently differentiate instruction

- Planning for instruction requires review of multiple resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implement schoolwide use of the PLANNING FOR INSTRUCTION 2017-2018 booklet provided to all teachers

- Utilize Instructional Focus Guide Resources; Go Math! program K-5; Journal Prompts from IFGs;

Plan to Monitor Progress Toward G3. 8

State and district assessments.
Subject area tests.
TES observations and evaluations.

Person Responsible

Steven Dragon

Schedule

Semiannually, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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. SCIENCE GOAL - By the year 2018, there will be a two percentage point increase for all student groups currently demonstrating proficiency on the FCAT Science 2.0. 1

🔑 G097339

G1.B1 A heightened awareness of the importance of continuous science instruction grades K-5 2

🔑 B261718

G1.B1.S1 Blocking time in the master schedule for science instruction school-wide Observation of science lesson for TES 4

🔑 S277119

Strategy Rationale

When teachers are given a specific block of time, instruction in the subject area is more likely to happen.

Action Step 1 5

PLC discussions regarding science planning
Science Fair
"60 Seconds of Science" segment on School News Program
Science on the specials wheel

Person Responsible

Chip Phillips

Schedule

Daily, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

Classroom walkthroughs.
Administrator reviews of lesson plans.
Collaborative Planning Checklist at grade level team meetings.

Person Responsible

Steven Dragon

Schedule

Biweekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

Program assessments.

Person Responsible

Chip Phillips

Schedule

Biweekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G2. READING GOAL - By the year 2018, there will be a 2% increase in the percentile average for grades 3 -5 on the Florida Standards Assessment. 1

🔑 G097340

G2.B1 Limited funds for outside professional development. 2

🔑 B261719

G2.B1.S1 Implement school-wide use of the PLANNING FOR INSTRUCTION 2017-2018 booklet provided to all teachers. 4

🔑 S277120

Strategy Rationale

To provide teachers with a school-wide framework to plan for meaningful instruction

Action Step 1 5

Review state and district benchmark data.
Check completeness of lesson plans.
CPT discussions.
Continue school-wide implementation of the Accountable Talk/Precise Vocabulary model provided to staff in the One Note Notebook

Person Responsible

Jennifer Nzeza

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Action Step 2 5

Provide before-school reading tutorial program for at-risk students based on iReady data.

Person Responsible

Jennifer Nzeza

Schedule

Biweekly, from 1/8/2018 to 3/9/2018

Evidence of Completion

3rd Grade ELA assessment data

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

Review state and district benchmark data and assessments.
Subject area tests.
TES observations and evaluations.
Classroom walkthroughs.
Data collected by teachers for regular data chats.

Person Responsible

Steven Dragon

Schedule

Biweekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

Review state (iREADY, FSA) and district assessments.
Review subject area tests.
TES observations and evaluations.
Classroom walkthroughs.

Person Responsible

Jennifer Nzeza

Schedule

Biweekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G2.B1.S2 Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student `4`

🔑 S277121

Strategy Rationale

Action Step 1 `5`

Teachers document in lesson plans
Teachers use data to determine differentiation needs.

Person Responsible

Jennifer Nzeza

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Classroom walkthroughs, TES observations and evaluations

Person Responsible

Jennifer Nzeza

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

iREADY Data

Person Responsible

Jennifer Nzeza

Schedule

Quarterly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, iREADY data, subject area tests, TES observations and evaluations

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G3. MATH GOAL - By the year 2018, there will be a 2% increase in the percentile average for grades 3 - 5 on the Florida Standards Assessment. `1`

🔑 G097341

G3.B1 Limited funds for outside professional development. `2`

🔑 B261720

G3.B1.S1 Implement school-wide use of the PLANNING FOR INSTRUCTION 2017-2018 booklet provided to all teachers. `4`

🔑 S277123

Strategy Rationale

To provide teachers with a school wide framework to plan for instruction

Action Step 1 `5`

Review state and district assessment data.
Check for completeness of lesson plans.
CPT discussions.

Person Responsible

Steven Dragon

Schedule

Quarterly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

Classroom walkthroughs
TES observations and evaluations.

Person Responsible

Steven Dragon

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

State and district assessments.
Subject area tests.
TES observations and evaluations.

Person Responsible

Steven Dragon

Schedule

Monthly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G3.B1.S2 Collaborative planning sessions by grade level district-wide utilizing substitute teachers 4

🔑 S277124

Strategy Rationale

To provide assistance in the ongoing planning of instruction across the grade levels

Action Step 1 5

Collaborative half day planning sessions by grade level with district teachers utilizing substitute teachers

Person Responsible

Steven Dragon

Schedule

Semiannually, from 8/14/2017 to 5/17/2018

Evidence of Completion

Meeting documentation given to teachers will be on file at the school site.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Ongoing Curriculum Leader meetings

Person Responsible

Steven Dragon

Schedule

Semiannually, from 8/14/2017 to 5/17/2018

Evidence of Completion

Curriculum Leader notes shared with all staff

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Implementation Math Instructional best practices

Person Responsible

Steven Dragon

Schedule

Semiannually, from 8/14/2017 to 5/17/2018

Evidence of Completion

Through classroom observation

G3.B2 Finding time to consistently differentiate instruction `2`

🔑 B261721

G3.B2.S1 Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student. `4`

🔑 S277125

Strategy Rationale

Students need to be instructed at their level to further advance their academic achievement

Action Step 1 `5`

Classroom walkthroughs
Documentation in lesson plans.

Person Responsible

Steven Dragon

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Classroom walkthroughs
TES observations and evaluations.

Person Responsible

Steven Dragon

Schedule

Biweekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

i-Ready Diagnostic Assessments

Person Responsible

Jennifer Nzeza

Schedule

Triannually, from 8/14/2017 to 5/17/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G3.B3 Planning for instruction requires review of multiple resources 2

🔑 B261722

G3.B3.S1 Work together as teams to review resources and make better use of time (divide and conquer) 4

🔑 S277126

Strategy Rationale

Work smarter not harder

Action Step 1 5

At weekly PLC meetings, teachers bring a variety of resources focused on the current skill and determine effectiveness and implementation together.

Person Responsible

Jennifer Nzeza

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

PLC minutes from weekly meetings

Action Step 2 5

At weekly PLC meetings, teachers bring a variety of resources focused on the current skill and determine effectiveness and implementation together.

Person Responsible

Jennifer Nzeza

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

PLC minutes from weekly meetings

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Monitoring weekly PLC meeting minutes

> **Person Responsible**
>
> Jennifer Nzeza
>
> **Schedule**
>
> Weekly, from 8/14/2017 to 5/17/2018
>
> *Evidence of Completion*
>
> Monitoring weekly PLC meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Monitoring weekly PLC meeting minutes

> **Person Responsible**
>
> Steven Dragon
>
> **Schedule**
>
> Weekly, from 8/14/2017 to 5/17/2018
>
> *Evidence of Completion*
>
> Monitoring weekly PLC meeting minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A2 A373476	Provide before-school reading tutorial program for at-risk students based on iReady data.	Nzeza, Jennifer	1/8/2018	3rd Grade ELA assessment data	3/9/2018 biweekly
G1.MA1 M402156	Program assessments.	Phillips, Chip	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 monthly
G2.MA1 M402163	State and district student data and assessments. Subject area tests. TES observations and...	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 monthly
G3.MA1 M402172	State and district assessments. Subject area tests. TES observations and evaluations.	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 semiannually
G1.B1.S1.MA1 M402154	Program assessments.	Phillips, Chip	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 biweekly
G1.B1.S1.MA1 M402155	Classroom walkthroughs. Administrator reviews of lesson plans. Collaborative Planning Checklist...	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 biweekly
G1.B1.S1.A1 A373474	PLC discussions regarding science planning Science Fair "60 Seconds of Science" segment on...	Phillips, Chip	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 daily
G2.B1.S1.MA1 M402157	Review state (iREADY, FSA) and district assessments. Review subject area tests. TES observations...	Nzeza, Jennifer	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 biweekly
G2.B1.S1.MA1 M402158	Review state and district benchmark data and assessments. Subject area tests. TES observations...	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 biweekly
G2.B1.S1.A1 A373475	Review state and district benchmark data. Check completeness of lesson plans. CPT discussions....	Nzeza, Jennifer	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 weekly
G3.B1.S1.MA1 M402164	State and district assessments. Subject area tests. TES observations and evaluations.	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 monthly
G3.B1.S1.MA1 M402165	Classroom walkthroughs TES observations and evaluations.	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 weekly
G3.B1.S1.A1 A373478	Review state and district assessment data. Check for completeness of lesson plans. CPT...	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 quarterly
G3.B2.S1.MA1 M402168	i-Ready Diagnostic Assessments	Nzeza, Jennifer	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 triannually
G3.B2.S1.MA1 M402169	Classroom walkthroughs TES observations and evaluations.	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 biweekly
G3.B2.S1.A1 A373480	Classroom walkthroughs Documentation in lesson plans.	Dragon, Steven	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 weekly
G3.B3.S1.MA1 M402170	Monitoring weekly PLC meeting minutes	Dragon, Steven	8/14/2017	Monitoring weekly PLC meeting minutes	5/17/2018 weekly
G3.B3.S1.MA1 M402171	Monitoring weekly PLC meeting minutes	Nzeza, Jennifer	8/14/2017	Monitoring weekly PLC meeting minutes	5/17/2018 weekly
G3.B3.S1.A1 A373481	At weekly PLC meetings, teachers bring a variety of resources focused on the current skill and...	Nzeza, Jennifer	8/14/2017	PLC minutes from weekly meetings	5/17/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.A2 🔑 A373482	At weekly PLC meetings, teachers bring a variety of resources focused on the current skill and...	Nzeza, Jennifer	8/14/2017	PLC minutes from weekly meetings	5/17/2018 weekly
G2.B1.S2.MA1 🔑 M402159	iREADY Data	Nzeza, Jennifer	8/14/2017	State and district assessments, iREADY data, subject area tests, TES observations and evaluations	5/17/2018 quarterly
G2.B1.S2.MA1 🔑 M402160	Classroom walkthroughs, TES observations and evaluations	Nzeza, Jennifer	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 weekly
G2.B1.S2.A1 🔑 A373477	Teachers document in lesson plans Teachers use data to determine differentiation needs.	Nzeza, Jennifer	8/14/2017	State and district assessments, subject area tests, TES observations and evaluations	5/17/2018 weekly
G3.B1.S2.MA1 🔑 M402166	Implementation Math Instructional best practices	Dragon, Steven	8/14/2017	Through classroom observation	5/17/2018 semiannually
G3.B1.S2.MA1 🔑 M402167	Ongoing Curriculum Leader meetings	Dragon, Steven	8/14/2017	Curriculum Leader notes shared with all staff	5/17/2018 semiannually
G3.B1.S2.A1 🔑 A373479	Collaborative half day planning sessions by grade level with district teachers utilizing substitute...	Dragon, Steven	8/14/2017	Meeting documentation given to teachers will be on file at the school site.	5/17/2018 semiannually

V. Professional Development Opportunities

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

G3. MATH GOAL - By the year 2018, there will be a 2% increase in the percentile average for grades 3 - 5 on the Florida Standards Assessment.

G3.B1 Limited funds for outside professional development.

G3.B1.S2 Collaborative planning sessions by grade level district-wide utilizing substitute teachers

PD Opportunity 1

Collaborative half day planning sessions by grade level with district teachers utilizing substitute teachers

Facilitator

Curriculum leaders at grade levels

Participants

Teachers Grades K-5

Schedule

Semiannually, from 8/14/2017 to 5/17/2018

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	PLC discussions regarding science planning Science Fair "60 Seconds of Science" segment on School News Program Science on the specials wheel	$0.00
2	G2.B1.S1.A1	Review state and district benchmark data. Check completeness of lesson plans. CPT discussions. Continue school-wide implementation of the Accountable Talk/Precise Vocabulary model provided to staff in the One Note Notebook	$0.00
3	G2.B1.S1.A2	Provide before-school reading tutorial program for at-risk students based on iReady data.	$2,948.33

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0191 - Southside Elementary School	School Improvement Funds		$2,948.33

4	G2.B1.S2.A1	Teachers document in lesson plans Teachers use data to determine differentiation needs.	$0.00
5	G3.B1.S1.A1	Review state and district assessment data. Check for completeness of lesson plans. CPT discussions.	$0.00
6	G3.B1.S2.A1	Collaborative half day planning sessions by grade level with district teachers utilizing substitute teachers	$3,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0191 - Southside Elementary School	School Improvement Funds		$3,500.00
			0191 - Southside Elementary School	School Improvement Funds		$0.00
			Notes: During second semester, grade level teams will meet for half day collaborative planning. The focus of these meetings will be reviewing iREADY math and ELA data available and identifying areas of the curriculum that need to be addressed with greater emphasis.			

7	G3.B2.S1.A1	Classroom walkthroughs Documentation in lesson plans.	$0.00
8	G3.B3.S1.A1	At weekly PLC meetings, teachers bring a variety of resources focused on the current skill and determine effectiveness and implementation together.	$0.00
9	G3.B3.S1.A2	At weekly PLC meetings, teachers bring a variety of resources focused on the current skill and determine effectiveness and implementation together.	$0.00
		Total:	$6,448.33