

Manatee County Public Schools

Oneco Elementary School



2017-18 Schoolwide Improvement Plan

Oneco Elementary School

5214 22ND STREET CT E, Bradenton, FL 34203

<https://www.manateeschools.net/oneco>

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 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	76%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	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 is pending approval by the Manatee 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Oneco 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.

The mission of Oneco Elementary is to provide a foundation that empowers our students to persevere towards the achievement of social, emotional, and academic goals that maximize their potential.

b. Provide the school's vision statement.

The staff at Oneco Elementary will engage students using current best practices that will provide the knowledge necessary to meet the demands of Florida Standards.

2. School Environment

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

A Positive Behavior Support (PBS) System is implemented throughout all classrooms and areas of the school. During the 2017-2018 school year we will begin to implement aspects of The Leader in Me. We will be teaching our students about using the 7 Habits in their daily lives and learning how to be a leader for self and others.

Multi-tiered System of Support (MTSS) is focused on integration of social/emotional and academic supports to meet the needs of all students.

Various parent events are scheduled throughout the year to provide parents an opportunity to learn more about how to help their child at home. Additionally, these family events help the staff get to know the families in an informal atmosphere. Events are held at the school.

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

A Positive Behavior Support (PBS) System is implemented throughout the classrooms and school. In 2015, forty staff members attended Behavior Tools 1 Training prior to the start of the school year in order to increase our ability to effectively communicate with students and provide a school and classroom atmosphere that is build on trust. The PBS Committee is comprised of staff that are passionate about the structures of the PBIS system.

Oneco's Student Support Specialist works with students proactively and as part of Behavior Intervention Plans to support all students to feel safe at school.

The addition of utilizing the Leader In Me and the 7 Habits is to decrease the number of Office Discipline Referrals and increase positive interactions among students.

During the summer of 2017, 23 staff members engaged in a 3-day Kagan Cooperative Learning training to increase positive interactions among students.

Support that students receive at school in addition to the classroom teacher is the guidance counselor who has weekly instruction for each class, the student support specialist whose primary focus is on behavior, and our graduation enhancement technician who is working to ensure students are at school all day, everyday.

Multi-tiered System of Support (MTSS) is focused on integration of social/emotional and academic supports to meet the needs of all students.

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.

A Positive Behavior Support (PBS) System is implemented throughout the classrooms and school buildings. Tier 1 Training took place in August 2014 for 11 staff members. This information was brought back to the school site and provided to all staff later in the month at a staff meeting. A Student Support Specialist provided by the district is being used on the Oneco campus to support PBS. We continue to grow as a PBS school, with forty staff members attending Behavior Tools 1 Training. The PBS Core Team of 11 staff members continue to meet monthly to look at data and make decisions to increase our effectiveness. In the summer of 2016, twelve staff members met to review PBS structures. In the summer of 2017, Oneco's Student Support Specialist submitted an application to be considered for a PBIS Gold School Recognition.

Regarding Tier 2 students this year, we are using several key staff members to provide Check-In/Check-Out with general education students and an ESE resource teacher to provide Check-In/Check-Out with ESE students. This should improve the consistency with Tiered support.

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.

A Student Support Specialist provided by the district is being used on the Oneco campus to support PBS.

Oneco's guidance counselor provides social skills on a weekly basis to all students for 30 minutes each week. The counselor is also available on a daily basis to meet with students and families to support the social-emotional needs of the students. Finally, there is a district provided social worker on the Oneco campus 1.5 days per week to meet with students and support families.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Accessing a centralized district database will provide the following information that is applicable to Oneco:

- attendance
- behavior/suspensions
- failure report
- Level 1 students

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	3	5	2	3	12	0	0	0	0	0	0	0	25
One or more suspensions	3	8	21	6	15	33	0	0	0	0	0	0	0	86
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	20	34	0	0	0	0	0	0	0	90

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Attendance- Title I district position of Graduation Enhancement Technician who is working on a daily basis to increase students' attendance.
 Behavior- a district supported Student Support Specialist position to provide assistance with PBS and tiered Interventions. An additional half-day of the school's psychologist is also supporting with MTSS.
 Failure report- using district data to drive instruction and grouping of students for intervention
 Level 1 students- daily small group instruction in the area of need

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?

Yes

1. PFEP Link

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

2. Description

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.

For the 2017-2018 our Graduation Enhancement Tech (GET) is also serving as our designated School Business Partner. She works with local businesses to secure gift certificates for our students that are used as rewards for achievement.

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
King, Ronnie	Principal
Tackett, Brandy	Assistant Principal
McDonald, Lindsay	Instructional Coach
Hodges, Elizabeth	Other
Reilly, Elizabeth	Other

b. Duties

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

Liz Reilly is the Media Specialist. She supports small group instruction and is assigned specifically to our most fragile learners. Ms. Reilly represents fourth grade on the leadership team. She is also our Media Specialist and touches each child at Oneco.

Elizabeth Hodges is the student support specialist. Mrs. Hodges represents first grade on the leadership team.

Lindsay McDonald is an instructional coach who works with K-5 teachers. Ms. McDonald represents second grade on the leadership team.

Brandy Tackett is the assistant principal. Her role in the SIP is to use data to make decisions that support our goals. Ms. Tackett represents third grade on the leadership team.

Ronnie King is the principal. His role in the SIP is to use data to make decisions that support our goals. Mr. King represents fifth grade on the leadership team.

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 priority of Title I funds is determined using a Zero-Based budgeting structure. We begin by first identifying the personnel that are needed to support the students. All staff members have an opportunity to participate in the Title I funds process by brainstorming all instructional/curricular materials that are needed. This list is then organized by groups and prioritized. Besides the personnel, a significant amount of money is set aside for teacher training. Training includes ACALETICS, Top Score, LLI, DRA/running records, and core reading series. Title I materials include technology (computers, interactive board, etc.), ACALETICS, Top Score, and LLI. The principal is responsibility for the inventory of items.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ronnie King	Principal
Sue Adams	Business/Community
Kristina Rorem	Teacher
Jensina Barnes	Teacher
Noemi Fuentes	Parent
Robin McDonough	Parent
Sonya Baxter	Parent
Nelson Santiago	Parent
Norma Mendoza	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

It was agreed upon that the goals for the school improvement plan would remain. There is an understanding that there is more support for small group instruction and a framework that will be provided for writing in the content areas. In addition all professional learning will focus on including the elements of student engagement and higher order thinking.

b. Development of this school improvement plan

On August 18, 2016 the School Advisory Council was given the opportunity to provide feedback for the two goals that will be the focus for the 2015-2016 school year.

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

Current SIP funds of \$2448.00 were presented to the School Advisory Council on September 18, 2016 for discussion. The SAC wants to continue to use funds for quarterly recognition in the form of honor roll t-shirts for students in grades 3-5. They are considering other ways to recognize students. The SAC also wants to use funds to purchase books for the Oneco school library.

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

Less than \$200 dollars from SIP funds were used during the 2015-2016 school year. The one item that was purchased using these funds were t-shirts for students in grades third through fifth who were on the school's honor roll.

Current funds for SIP are \$2448.00. The SAC approved on August 18, 2016 to purchase honor roll t-shirts with a maximum of \$500. The SAC also wants to use funds to purchase books for the Oneco school library. Additional ideas are being considered.

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

No

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

The members of the Oneco SAC will continue to invite parents or community members to reflect the demographic of the school.

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
	Other
Reilly, Elizabeth	Other
Tackett, Brandy	Assistant Principal
Hodges, Elizabeth	Other
McDonald, Lindsay	Instructional Coach
King, Ronnie	Principal

b. Duties

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

- * A family involvement night focused on literacy standards
- * Enrichment/Inquiry opportunities for students outside of the student day
- * Parent information classes
- * Coaching support to develop teacher capacity w/ monitoring of fidelity
- * LLT will help to determine which Literacy Professional Development opportunities are needed as determined by data and teacher need

D. Public and Collaborative Teaching

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

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

Part of the school's schedule is for analyzing data and team planning on a regular basis. Each team meets with the school administrator on a 6-day rotation for 75 min. Additionally, teams meet at least once a week for planning of instruction and assessment. Each team leader is provided with the training needed to lead their teams using norms and protocols. There is four hours of professional development that includes collaboration each month. There are also days scheduled during the year for professional learning with iReady, Top Score, Acaletics, and core curriculum materials.

Teams will use the 8-Step Data Wise process to make instructional decisions using data.

Differentiated instruction, to include Tier 2 and Tier 3 instructional supports will be used to meet the needs of all students.

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

Scaffolded professional development is provided to all teachers in consideration of their level of experience and need. Title I funds are used to provide one instructional coach who supports classroom instruction based on data, therefore providing support to all students and teachers. There are two other

resource teachers that also work with students and in planning collaboratively with teachers.

To recruit, develop, and retain new teachers, the philosophy at Oneco is for the entire leadership team to provide differentiated support for new instructional staff members. Ongoing professional development targeted to new staff is part of the professional development calendar.

Leadership opportunities are provided through a distributed approach.

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

There is a team leader in each area and an instructional coach that are designated to provide additional support for new teachers. Oneco's student support specialist also provides behavior support for students and works collaboratively with teachers.

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.

District roadmaps and overviews drive the instructional program. Rubrics, LEQs and outcomes are created using a backward planning design lesson model to ensure that we are beginning with the end in mind. Assessments and rubrics are created in advance of teaching and learning. The district has identified the core ELA and math materials. Additional resources are identified based on research to support differentiated 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.

A data team of administration, an instructional coach, an ELL teacher, a Title I teacher, and the student support specialist gather on a weekly basis to review and discuss data that drive decisions for instruction.

The master schedule includes additional opportunities for supplemental and intensive instruction outside of the core content area classes.

Reading intervention is staggered in the schedule to provide the necessary resources of support through coaches and qualified paraprofessionals.

Students are grouped homogeneously in flexible groups according to need based on 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: 10,800

All students in grades pre-kindergarten through fifth are provided and additional 60 minutes of reading instruction.

Strategy Rationale

Improve student performance by giving students an opportunity for additional reading instruction using supplemental materials. An additional support person is in the classroom during this time to support small group instruction.

Strategy Purpose(s)

- Core Academic Instruction

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

iReady results

Strategy: After School Program

Minutes added to school year: 7,800

After School

Strategy Rationale

The Boys and Girls Club is being led by Oneco staff. There is time embedded for homework help and enrichment for learning standards

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

iReady will be used to determine if students that are in the program are performing at higher levels that students that do not attend.

Strategy: Weekend Program

Minutes added to school year: 720

Students in grades third through fifth are provided support in reading and math standards in advance of state assessments

Strategy Rationale

Improve student performance through targeted exposure and application of power standards

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tackett, Brandy, tackettb@manateeschools.net

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

District Assessments, iReady

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.

Middle schools are invited to present their program to students during the student day and to parents during a School Advisory Council (SAC) meeting.

Oneco Elementary has four, pre-k classrooms. The parents of those students are welcomed to attend all school events.

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.

Adherence to the core standards aligned with college and career readiness.

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

NA

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

NA

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.

NA

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" 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 support is provided to improve communication with our diverse population, then families will become more involved in the school ensuring accountability to the work being done with students.
- G2.** If students are provided tasks that require a productive struggle in all content areas than engagement will increase.
- G3.** If students engage in the transfer of abstract critical thinking to concrete representations (Thinking Maps), then student proficiency will increase.
- G4.** If we can develop a leadership mindset with our students, then we will see a culture of students who value community, self, and others.

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 support is provided to improve communication with our diverse population, then families will become more involved in the school ensuring accountability to the work being done with students. 1a

G097805

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	30.0

Targeted Barriers to Achieving the Goal 3

- Unable to connect with our diverse population.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Home School liaison

Plan to Monitor Progress Toward G1. 8

Parent surveys

Person Responsible

Brandy Tackett

Schedule

Semiannually, from 9/25/2017 to 5/29/2018

Evidence of Completion

Surveys will be sent home twice a year to analyze the perceived effectiveness of this individual from the parent's perspective.

G2. If students are provided tasks that require a productive struggle in all content areas than engagement will increase. 1a

G097806

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	30.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with how to collect and analyze data as well as with assessment literacy in order to most effectively scaffold students.
- Teachers are not assigning tasks to the complexity level required of standard mastery.
- Poor teacher attendance interrupts consistency of instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade Level Text and Instructional level text as appropriate
- PLC structure with a 7 day rotation
- Literacy Coach
- New position: Math/Science Coach
- ELL Teacher to support ELL population
- 2 ESE Resource Teachers
- Permanent Substitute that will have PD to support instructional structures and consistency. (ie. Extended Day, Acaletics, ELA and Math Framework)

Plan to Monitor Progress Toward G2. 8

The eight step Data Wise Process includes 1. Organizing for collaborative work. 2. Building Assessment Literacy. 3. Creating Data Overviews. 4. Digging into student Data 5. Examine Instruction 6. Developing Action Plan 7.Planning to Assess Progress 8. Act and Assess

Person Responsible

Brandy Tackett

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Rotations every 7 days as we move strategically through this process. Administration will meet with each grade level every seven days to include Special Area teachers as they support instruction. We will utilize running records, iReady data, Benchmarks, classroom common assessments (formative and summative.)

Plan to Monitor Progress Toward G2. 8

School based instructional walkthroughs quarterly.

Person Responsible

Ronnie King

Schedule

Quarterly, from 9/10/2017 to 5/1/2018

Evidence of Completion

Leadership Team will do our quarterly Instructional Reviews using district IR framework to analyze our school's effectiveness. Our Look For's are provided to the staff weekly to include the following:

- Adherence to schedule that is posted.
- Collaboration between team members
- Content Objectives –common to grade level and Language Objectives must be posted.
- Cooperative structures (Kagan)
- Multiple opportunities for students to answer questions (sticky notes, white boards, discussion.) We want to see students engaged in conversation and less teacher driven.
- Whole group instruction lasting approximately 15-20 minutes and then breaking into small groups.
- Lesson should verbally begin by you telling students what the day's objective is ("I can ...")

Lessons should conclude by you revisiting the day's objective. Lesson should also include opportunities for imbedded formative assessments and summative assessments.

Plan to Monitor Progress Toward G2. 8

District Instructional Walkthroughs

Person Responsible

Brandy Tackett

Schedule

On 5/1/2018

Evidence of Completion

Twice per year, the district will do Instructional Walkthrough using district framework for analyzing effective instruction.

Plan to Monitor Progress Toward G2. 8

School wide data collection displayed in data room to demonstrate growth and proficiency with students.

Person Responsible

Lindsay McDonald

Schedule

Monthly, from 9/10/2017 to 5/1/2018

Evidence of Completion

Running Records, Common Assessments, Formative and Summative Assessments, iReady data, FSA, District Benchmarks.

G3. If students engage in the transfer of abstract critical thinking to concrete representations (Thinking Maps), then student proficiency will increase. 1a

G097807

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	30.0
ELA/Reading Lowest 25% Gains	60.0
Math Achievement District Assessment	45.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Inability to make sense of abstract concepts.
- Limited vocabulary
- Percentage of time spent reading
- Understanding the depth of complexity of standards-teachers.
- Understanding the summative assessment (FSA)
- Additional time needed for collaborative planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Thinking Maps
- Teacher PD provided for Thinking Maps once a month on Thursday morning PD built into our PD plan.
- Instructional Reading Coach and Media Specialist that has attended Train the Trainer for Thinking Maps.
- Leveled text/classroom libraries
- Core Resources
- Comprehension Toolkit
- Data to monitor and posted in school data room
- Data Wise understanding developed from Leadership team attending Harvard training
- PLC framework to meet with each team on a seven day rotation to discuss data as it relates to this Goal.

Plan to Monitor Progress Toward G3. 8

iReady, running records, District assessments, and Acaletics will be used to monitor progress toward the goal.

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 5/1/2018

Evidence of Completion

SAC minutes and staff powerpoint presentations can be used as evidence.

G4. If we can develop a leadership mindset with our students, then we will see a culture of students who value community, self, and others. 1a

G097808

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Students lack self regulation and leadership skills.
- Principal is new to Oneco Elementary

Resources Available to Help Reduce or Eliminate the Barriers 2

- Purchased Leader In Me books for all staff.
- Received a \$1,500 grant to go to the purchasing of Mentor text that support LiM program.
- Received a \$2,400 trust to support the infrastructure/resources.
- PD for teachers built into PD calendar monthly
- Morning Meetings established for each classroom. Time built into schedule to accommodate conversations.

Plan to Monitor Progress Toward G4. 8

Office Discipline Referrals, Teacher surveys and student surveys,

Person Responsible

Elizabeth Hodges

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

ODR's and Student and Teacher surveys will be given quarterly to analyze the effectiveness of LiM/Habits training. We are looking for a 10% reduction in ODR's.

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 support is provided to improve communication with our diverse population, then families will become more involved in the school ensuring accountability to the work being done with students. **1**

 G097805

G1.B1 Unable to connect with our diverse population. **2**

 B262972

G1.B1.S1 Hire a home school liaison **4**

 S278446

Strategy Rationale

To better support communication with our diverse student population.

Action Step 1 **5**

Hire Home School Liaison

Person Responsible

Ronnie King

Schedule

On 5/29/2018

Evidence of Completion

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

Parent surveys bi-annually

Person Responsible

Ronnie King

Schedule

Semiannually, from 9/18/2017 to 5/29/2018

Evidence of Completion

Parent Surveys

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

Using attendance rosters from family events and from parent/teacher nights.

Person Responsible

Schedule

Evidence of Completion

G2. If students are provided tasks that require a productive struggle in all content areas than engagement will increase. 1

G097806

G2.B1 Teachers struggle with how to collect and analyze data as well as with assessment literacy in order to most effectively scaffold students. 2

B262973

G2.B1.S1 Teachers will participate in two tiers of training. Individuals that are returning will begin the year 2 track of Thinking Maps and new staff members will be caught up by attending a mandatory introductory 2 day training in school to get the foundations that were provided for year one. 4

S278447

Strategy Rationale

We have monthly PD planned and this 2 day front-loading will prepare new teachers to cycle in to where the remainder of the school us more easily.

Action Step 1 5

New staff will be provided PD for year one and a;; staff will be provided year two PD once a month on Thursday mornings as included in our school-wide Professional Development plan.

Person Responsible

Lindsay McDonald

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

samples of completed Thinking Maps that transition to cross content writing taking abstract concepts and making them tangible.

Action Step 2 5

Provide weekly support with coaching and mentoring for teachers to implement standards based instruction through utilization of District Instructional Specialist.

Person Responsible

Ronnie King

Schedule

Weekly, from 9/15/2017 to 5/29/2018

Evidence of Completion

Coaching logs, walkthroughs, lesson plans, PLC's

Action Step 3 5

Substitutes will be provided for facilitated common planning and to implement standards based instruction.

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/18/2017 to 5/29/2018

Evidence of Completion

Common Planning alignment with standards and Road Maps will be evident in Lesson plans and in walkthroughs, Observations, and Instructional Reviews.

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

Attendance of monthly PD, Walkthroughs, Instructional Reviews, Student Work, PLC

Person Responsible

Brandy Tackett

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Thinking Maps being complete and utilized as a scaffold for writing. Teachers will create rubrics to analyze rigor of task. Work to be discussed at PLC with occurs every 7 days per team.

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

Increase in student achievement

Person Responsible

Brandy Tackett

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

iReady reading and math data for K-5, running records for K-5, Acaletics for 3-5, District Benchmarks, FSA

G2.B2 Teachers are not assigning tasks to the complexity level required of standard mastery. **2**

 B262974

G2.B2.S1 Add a Science Resources Teacher/Coach to provide support for lesson planning and to provide instruction for students during Science time **4**

 S278448

Strategy Rationale

Science scores indicate additional support is needed to improve science instruction.

Action Step 1 **5**

Hire Science Teacher/Coach

Person Responsible

Ronnie King

Schedule

On 10/1/2017

Evidence of Completion

Science Teacher/Coach will start

G2.B2.S2 Purchase class sets of informational and Low Level/High Interest Text as well as Narrative Non-Fiction for Science ELA. **4**

 S278449

Strategy Rationale

Building literacy capacity and text resources to support science curriculum and improve reading comprehension.

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2.B2.S3 2-4 Day Summer Instructional Training to build teacher capacity. 4

S278450

Strategy Rationale

Teacher turn over has been high and it has been difficult to build capacity and grow skill-sets of teacher's. By carving out time in the summer to continue purposeful Professional Development, we will improve teacher capacity.

Action Step 1 5

Plan a 2-4 Day Summer Institute that aligns to school need to build capacity of new teachers.

Person Responsible

Brandy Tackett

Schedule

Annually, from 9/18/2017 to 5/29/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Staff attendance. Sign In sheets.

Person Responsible

Brandy Tackett

Schedule

Annually, from 9/18/2017 to 5/29/2018

Evidence of Completion

. Walkthroughs. Staff sign in sheets/

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Staff attendance

Person Responsible

Brandy Tackett

Schedule

Annually, from 9/18/2017 to 5/29/2018

Evidence of Completion

Staff sign in/registrations.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Staff attendance

Person Responsible

Brandy Tackett

Schedule

Annually, from 9/18/2017 to 5/29/2018

Evidence of Completion

Staff sign in/registrations.

G2.B2.S4 Non-Contracted Hourly Pay for teachers. 4

 S278451

Strategy Rationale

Time for collaborative planning for standards based instruction.

Action Step 1 5

Non Contracted Hourly Pay for teachers for collaborative planning for standards based instruction.

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/18/2017 to 5/29/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Lesson Plans, Walkthroughs, PLC's, Observations, Instructional Reviews

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/18/2017 to 5/29/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Lesson Plans, Walkthroughs, PLC's, Observations, Instructional Reviews

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/18/2017 to 5/29/2018

Evidence of Completion

Lesson Plans, Walkthroughs, PLC's, Observations, Instructional Reviews

G2.B5 Poor teacher attendance interrupts consistency of instruction. 2

B262977

G2.B5.S1 Hire a permanent substitute for consistency of expectations and instruction. 4

S278452

Strategy Rationale

Teacher attendance is of concern and classes often need to be split. This creates larger than desirable class sizes. On days when a substitute does show up, there is a breakdown in consistency and rigor with instruction.

Action Step 1 5

Hire Permanent Substitute

Person Responsible

Ronnie King

Schedule

Daily, from 9/18/2017 to 5/29/2018

Evidence of Completion

Walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Substitute will be trained and provided PD to ensure they are up to date with best instructional practices grade K-5.

Walkthroughs of classrooms will occur to ensure rigorous instruction continues in classrooms requiring this support.

Person Responsible

Ronnie King

Schedule

Daily, from 9/18/2017 to 5/29/2018

Evidence of Completion

Walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Walkthroughs

Person Responsible

Ronnie King

Schedule

Daily, from 9/18/2017 to 5/29/2018

Evidence of Completion

Walkthroughs

G3. If students engage in the transfer of abstract critical thinking to concrete representations (Thinking Maps), then student proficiency will increase. 1

G097807

G3.B1 Inability to make sense of abstract concepts. 2

B262978

G3.B1.S1 Thinking Maps 4

S278453

Strategy Rationale

Utilizing a Thinking Map to take apart the learning. This takes abstract concepts and makes them concrete.

Action Step 1 5

Students will be given opportunities to deconstruct text across multiple contents to create a Thinking Map. They will then be able to write from the Thinking Map to answer a high order complex question related to the concept being taught.

Person Responsible

Brandy Tackett

Schedule

Monthly, from 9/10/2017 to 5/1/2018

Evidence of Completion

Thinking Maps as they become scaffolded to writing with rubrics.

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

Walkthroughs, Data analysis through PLC weekly.

Person Responsible

Schedule

Weekly, from 9/10/2017 to 9/10/2017

Evidence of Completion

Thinking Maps and Writing with rubrics

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

Walkthroughs and PLC

Person Responsible

Brandy Tackett

Schedule

On 5/1/2018

Evidence of Completion

Thinking Maps and writing attached to a rubric.

G3.B3 Percentage of time spent reading **2**

 B262980

G3.B3.S1 Classroom libraries Text for students to read at home **4**

 S278455

Strategy Rationale

Classrooms with libraries that provide text for independent reading appropriate for all levels will increase a student's ability to maintain engagement during independent reading. Students need to be able to take books home to continue their reading and written responses.

Action Step 1 **5**

Purchasing text for classroom libraries and independent reading for students

Person Responsible

Elizabeth Reilly

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Orders for text and reading resources

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

Ordering text for classroom libraries and independent reading as needed

Person Responsible

Elizabeth Reilly

Schedule

Quarterly, from 8/10/2017 to 5/1/2018

Evidence of Completion

orders

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

classroom walkthroughs and visits noting students reading appropriate text independently utilizing Thinking Maps with extensions to writing.

Person Responsible

Schedule

Daily, from 8/10/2017 to 5/1/2018

Evidence of Completion

lesson plans, walthroughs

G3.B4 Understanding the depth of complexity of standards-teachers. 2

 B262981

G3.B4.S1 Differentiated PD to support teacher learning, weekly planning sessions with Literacy Coach with each grade level, PLC meetings with each grade level, quarterly planning sessions with district instructional specialist. 4

 S278456

Strategy Rationale

Teachers have various levels of expertise and thus need differentiated PD.

Action Step 1 5

Teachers will be provided differentiated PD based on their experience and need.

Person Responsible

Schedule

Monthly, from 8/10/2017 to 5/1/2018

Evidence of Completion

PD calendar and sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Teacher PDPs

Person Responsible

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Teacher PDPs

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

G3.B6 Additional time needed for collaborative planning 2

 B262983

G3.B6.S1 Collaborative data and team planning 4

 S278457

Strategy Rationale

Teachers need time to reflect on data and plan collaboratively for the various needs of students.

Action Step 1 5

Teachers will be given time to analyze data and plan collaboratively with administrators and peers.

Person Responsible

Tina Stancil

Schedule

Monthly, from 10/1/2014 to 5/15/2015

Evidence of Completion

ATDs

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Following school/district assessments teams will have the opportunity to analyze the data and plan collaboratively.

Person Responsible

Tina Stancil

Schedule

Monthly, from 10/1/2014 to 5/13/2015

Evidence of Completion

ATDs

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Person Responsible

Schedule

Evidence of Completion

G4. If we can develop a leadership mindset with our students, then we will see a culture of students who value community, self, and others. 1

G097808

G4.B4 Students lack self regulation and leadership skills. 2

B262987

G4.B4.S1 Teachers will work collaboratively to have agreed upon lessons in Leader in Me to begin to create a culture surrounding the 7 Habits. Morning training will be once a month built into our PD plan to include book studies and conversations. 4

S278462

Strategy Rationale

Students need a common Leadership Language and we need a common platform that revolves around creating leaders within our students. Students need to learn to self regulate, and to listen and to be proactive.

Action Step 1 5

Committee Rollout on August 9th, 2017. Teams have an agenda and will launch the Leader In Me committee. Teams will create a roster, a vision, and Action steps for launching the movement. Teams will meet monthly to keep momentum of LiM.

Person Responsible

Elizabeth Hodges

Schedule

Monthly, from 8/7/2017 to 5/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Student and Teacher surveys. ODR.

Person Responsible

Ronnie King

Schedule

On 8/1/2018

Evidence of Completion

Student and Teacher surveys. Office Discipline Referrals.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Reduction in ODR's. Survey results.

Person Responsible

Schedule

Evidence of Completion

G4.B6 Principal is new to Oneco Elementary 2

 B262989

G4.B6.S1 Max Thompson Learning Focused Support 4

 S278464

Strategy Rationale

Principal is new to Oneco Elementary school

Action Step 1 5

Max Thompson- Learning Focused support will be provided to coach administrators. Contract with Learning Focused to provide monthly coaching and modeling support for admin.

Person Responsible

Ronnie King

Schedule

Monthly, from 9/18/2017 to 5/29/2018

Evidence of Completion

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					
G1.B1.S1.MA1 M405119	Using attendance rosters from family events and from parent/teacher nights.		No Start Date		No End Date one-time
G3.B4.S1.MA1 M405139	[no content entered]		No Start Date		No End Date one-time
G3.B6.S1.MA1 M405141	[no content entered]		No Start Date		No End Date one-time
G4.B4.S1.MA1 M405151	Reduction in ODR's. Survey results.		No Start Date		No End Date one-time
G3.B3.S1.A1 A375092	Purchasing text for classroom libraries and independent reading for students	Reilly, Elizabeth	9/15/2014	Orders for text and reading resources	5/1/2015 quarterly
G3.B6.S1.MA1 M405142	Following school/district assessments teams will have the opportunity to analyze the data and plan...	Stancil, Tina	10/1/2014	ATDs	5/13/2015 monthly
G3.B6.S1.A1 A375094	Teachers will be given time to analyze data and plan collaboratively with administrators and peers.	Stancil, Tina	10/1/2014	ATDs	5/15/2015 monthly
G3.B4.S1.MA1 M405140	Teacher PDPs		9/8/2014	Teacher PDPs	5/29/2015 quarterly
G3.B1.S1.MA1 M405136	Walkthroughs, Data analysis through PLC weekly.		9/10/2017	Thinking Maps and Writing with rubrics	9/10/2017 weekly
G2.B2.S1.A1 A375087	Hire Science Teacher/Coach	King, Ronnie	9/7/2017	Science Teacher/Coach will start	10/1/2017 one-time
G2.MA2 M405132	School based instructional walkthroughs quarterly.	King, Ronnie	9/10/2017	Leadership Team will do our quarterly Instructional Reviews using district IR framework to analyze our school's effectiveness. Our Look For's are provided to the staff weekly to include the following: • Adherence to schedule that is posted. • Collaboration between team members • Content Objectives –common to grade level and Language Objectives must be posted. • Cooperative structures (Kagan) • Multiple opportunities for students to answer questions (sticky notes, white boards, discussion.) We want to see students engaged in conversation and less teacher driven. • Whole group instruction lasting approximately 15-20 minutes and then breaking into small groups. • Lesson should verbally begin by you telling students what the day's objective is ("I can ...") Lessons should conclude by you revisiting the day's objective. Lesson should also include opportunities for imbedded formative assessments and summative assessments.	5/1/2018 quarterly
G2.MA3 M405133	District Instructional Walkthroughs	Tackett, Brandy	9/10/2017	Twice per year, the district will do Instructional Walkthrough using district framework for analyzing effective instruction.	5/1/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA4 M405134	School wide data collection displayed in data room to demonstrate growth and proficiency with...	McDonald, Lindsay	9/10/2017	Running Records, Common Assessments, Formative and Summative Assessments, iReady data, FSA, District Benchmarks.	5/1/2018 monthly
G3.MA1 M405143	iReady, running records, District assessments, and Acaletics will be used to monitor progress...		8/10/2017	SAC minutes and staff powerpoint presentations can be used as evidence.	5/1/2018 quarterly
G3.B1.S1.MA1 M405135	Walkthroughs and PLC	Tackett, Brandy	9/10/2017	Thinking Maps and writing attached to a rubric.	5/1/2018 one-time
G3.B1.S1.A1 A375091	Students will be given opportunities to deconstruct text across multiple contents to create a...	Tackett, Brandy	9/10/2017	Thinking Maps as they become scaffolded to writing with rubrics.	5/1/2018 monthly
G3.B3.S1.MA1 M405137	classroom walkthroughs and visits noting students reading appropriate text independently utilizing...		8/10/2017	lesson plans, walthroughs	5/1/2018 daily
G3.B3.S1.MA1 M405138	Ordering text for classroom libraries and independent reading as needed	Reilly, Elizabeth	8/10/2017	orders	5/1/2018 quarterly
G3.B4.S1.A1 A375093	Teachers will be provided differentiated PD based on their experience and need.		8/10/2017	PD calendar and sign-in sheets	5/1/2018 monthly
G4.B4.S1.A1 A375098	Committee Rollout on August 9th, 2017. Teams have an agenda and will launch the Leader In Me...	Hodges, Elizabeth	8/7/2017		5/1/2018 monthly
G2.MA1 M405131	The eight step Data Wise Process includes 1. Organizing for collaborative work. 2. Building...	Tackett, Brandy	8/10/2017	Rotations every 7 days as we move strategically through this process. Administration will meet with each grade level every seven days to include Special Area teachers as they support instruction. We will utilize running records, iReady data, Benchmarks, classroom common assessments (formative and summative.)	5/24/2018 every-6-weeks
G4.MA1 M405153	Office Discipline Referrals, Teacher surveys and student surveys,	Hodges, Elizabeth	8/10/2017	ODR's and Student and Teacher surveys will be given quarterly to analyze the effectiveness of LiM/Habits training. We are looking for a 10% reduction in ODR's.	5/24/2018 every-6-weeks
G1.MA1 M405121	Parent surveys	Tackett, Brandy	9/25/2017	Surveys will be sent home twice a year to analyze the perceived effectiveness of this individual from the parent's perspective.	5/29/2018 semiannually
G1.B1.S1.MA1 M405120	Parent surveys bi-annually	King, Ronnie	9/18/2017	Parent Surveys	5/29/2018 semiannually
G1.B1.S1.A1 A375083	Hire Home School Liaison	King, Ronnie	9/18/2017		5/29/2018 one-time
G2.B1.S1.A2 A375085	Provide weekly support with coaching and mentoring for teachers to implement standards based...	King, Ronnie	9/15/2017	Coaching logs, walkthroughs, lesson plans, PLC's	5/29/2018 weekly
G2.B1.S1.A3 A375086	Substitutes will be provided for facilitated common planning and to implement standards based...	Tackett, Brandy	9/18/2017	Common Planning alignment with standards and Road Maps will be evident in Lesson plans and in walkthroughs, Observations, and Instructional Reviews.	5/29/2018 monthly
G2.B5.S1.MA1 M405129	Walkthroughs	King, Ronnie	9/18/2017	Walkthroughs	5/29/2018 daily
G2.B5.S1.MA1 M405130	Substitute will be trained and provided PD to ensure they are up to date with best instructional...	King, Ronnie	9/18/2017	Walkthroughs	5/29/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.A1 A375090	Hire Permanent Substitute	King, Ronnie	9/18/2017	Walkthroughs	5/29/2018 daily
G4.B6.S1.A1 A375099	Max Thompson- Learning Focused support will be provided to coach administrators. Contract with...	King, Ronnie	9/18/2017		5/29/2018 monthly
G2.B2.S3.MA1 M405124	Staff attendance	Tackett, Brandy	9/18/2017	Staff sign in/registrations.	5/29/2018 annually
G2.B2.S3.MA1 M405125	Staff attendance	Tackett, Brandy	9/18/2017	Staff sign in/registrations.	5/29/2018 annually
G2.B2.S3.MA1 M405126	Staff attendance. Sign In sheets.	Tackett, Brandy	9/18/2017	. Walkthroughs. Staff sign in sheets/	5/29/2018 annually
G2.B2.S3.A1 A375088	Plan a 2-4 Day Summer Institute that aligns to school need to build capacity of new teachers.	Tackett, Brandy	9/18/2017		5/29/2018 annually
G2.B2.S4.MA1 M405127	Lesson Plans, Walkthroughs, PLC's, Observations, Instructional Reviews	Tackett, Brandy	9/18/2017	Lesson Plans, Walkthroughs, PLC's, Observations, Instructional Reviews	5/29/2018 monthly
G2.B2.S4.MA1 M405128	Lesson Plans, Walkthroughs, PLC's, Observations, Instructional Reviews	Tackett, Brandy	9/18/2017		5/29/2018 monthly
G2.B2.S4.A1 A375089	Non Contracted Hourly Pay for teachers for collaborative planning for standards based instruction.	Tackett, Brandy	9/18/2017		5/29/2018 monthly
G2.B1.S1.MA1 M405122	Increase in student achievement	Tackett, Brandy	8/10/2017	iReady reading and math data for K-5, running records for K-5, Acaletics for 3-5, District Benchmarks, FSA	6/1/2018 quarterly
G2.B1.S1.MA1 M405123	Attendance of monthly PD, Walkthroughs, Instructional Reviews, Student Work, PLC	Tackett, Brandy	8/10/2017	Thinking Maps being complete and utilized as a scaffold for writing. Teachers will create rubrics to analyze rigor of task. Work to be discussed at PLC with occurs every 7 days per team.	6/1/2018 monthly
G2.B1.S1.A1 A375084	New staff will be provided PD for year one and a; staff will be provided year two PD once a month...	McDonald, Lindsay	8/10/2017	samples of completed Thinking Maps that transition to cross content writing taking abstract concepts and making them tangible.	6/1/2018 monthly
G4.B4.S1.MA1 M405152	Student and Teacher surveys. ODR.	King, Ronnie	5/1/2017	Student and Teacher surveys. Office Discipline Referrals.	8/1/2018 one-time

V. Professional Development Opportunities

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

G2. If students are provided tasks that require a productive struggle in all content areas than engagement will increase.

G2.B1 Teachers struggle with how to collect and analyze data as well as with assessment literacy in order to most effectively scaffold students.

G2.B1.S1 Teachers will participate in two tiers of training. Individuals that are returning will begin the year 2 track of Thinking Maps and new staff members will be caught up by attending a mandatory introductory 2 day training in school to get the foundations that were provided for year one.

PD Opportunity 1

New staff will be provided PD for year one and a;; staff will be provided year two PD once a month on Thursday mornings as included in our school-wide Professional Development plan.

Facilitator

Thinking Maps

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2017 to 6/1/2018

PD Opportunity 2

Provide weekly support with coaching and mentoring for teachers to implement standards based instruction through utilization of District Instructional Specialist.

Facilitator

Instructional Specialist

Participants

Teachers who require additional support of Instructional Specialist

Schedule

Weekly, from 9/15/2017 to 5/29/2018

PD Opportunity 3

Substitutes will be provided for facilitated common planning and to implement standards based instruction.

Facilitator

Lindsay McDonald and Brandy Tackett

Participants

All grade level teachers

Schedule

Monthly, from 9/18/2017 to 5/29/2018

G2.B2 Teachers are not assigning tasks to the complexity level required of standard mastery.

G2.B2.S4 Non-Contracted Hourly Pay for teachers.

PD Opportunity 1

Non Contracted Hourly Pay for teachers for collaborative planning for standards based instruction.

Facilitator

Lindsay McDonald

Participants

Grade Level Teams

Schedule

Monthly, from 9/18/2017 to 5/29/2018

G3. If students engage in the transfer of abstract critical thinking to concrete representations (Thinking Maps), then student proficiency will increase.

G3.B4 Understanding the depth of complexity of standards-teachers.

G3.B4.S1 Differentiated PD to support teacher learning, weekly planning sessions with Literacy Coach with each grade level, PLC meetings with each grade level, quarterly planning sessions with district instructional specialist.

PD Opportunity 1

Teachers will be provided differentiated PD based on their experience and need.

Facilitator

Tina Stancil/Jill Bradley/Liz Reilly

Participants

Oneco Teachers

Schedule

Monthly, from 8/10/2017 to 5/1/2018

G4. If we can develop a leadership mindset with our students, then we will see a culture of students who value community, self, and others.

G4.B6 Principal is new to Oneco Elementary

G4.B6.S1 Max Thompson Learning Focused Support

PD Opportunity 1

Max Thompson- Learning Focused support will be provided to coach administrators. Contract with Learning Focused to provide monthly coaching and modeling support for admin.

Facilitator

Max Thompson

Participants

Admin./Leadership Team

Schedule

Monthly, from 9/18/2017 to 5/29/2018

VI. Technical Assistance Items

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

G1. If support is provided to improve communication with our diverse population, then families will become more involved in the school ensuring accountability to the work being done with students.

G1.B1 Unable to connect with our diverse population.

G1.B1.S1 Hire a home school liaison

TA Opportunity 1

Hire Home School Liaison

Facilitator

Participants

Schedule

On 5/29/2018

G2. If students are provided tasks that require a productive struggle in all content areas than engagement will increase.

G2.B2 Teachers are not assigning tasks to the complexity level required of standard mastery.

G2.B2.S1 Add a Science Resources Teacher/Coach to provide support for lesson planning and to provide instruction for students during Science time

TA Opportunity 1

Hire Science Teacher/Coach

Facilitator

Science Teacher/Coach

Participants

3-5 Teacher

Schedule

On 10/1/2017

G2.B5 Poor teacher attendance interrupts consistency of instruction.

G2.B5.S1 Hire a permanent substitute for consistency of expectations and instruction.

TA Opportunity 1

Hire Permanent Substitute

Facilitator

Participants

Schedule

Daily, from 9/18/2017 to 5/29/2018

VII. Budget

1	G1.B1.S1.A1	Hire Home School Liaison				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	UniSIG		\$16,000.00
2	G2.B1.S1.A1	New staff will be provided PD for year one and a;; staff will be provided year two PD once a month on Thursday mornings as included in our school-wide Professional Development plan.				\$4,049.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	Title, I Part A		\$1,049.40
			<i>Notes: Binders for Teachers (10)</i>			
			0261 - Oneco Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: PD for Trainer Year 2 implementation- 2 trainers.</i>			
3	G2.B1.S1.A2	Provide weekly support with coaching and mentoring for teachers to implement standards based instruction through utilization of District Instructional Specialist.				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	UniSIG		\$55,000.00
4	G2.B1.S1.A3	Substitutes will be provided for facilitated common planning and to implement standards based instruction.				\$12,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0261 - Oneco Elementary School	UniSIG		\$12,800.00
5	G2.B2.S1.A1	Hire Science Teacher/Coach				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	UniSIG		\$55,000.00
6	G2.B2.S3.A1	Plan a 2-4 Day Summer Institute that aligns to school need to build capacity of new teachers.				\$31,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	UniSIG		\$31,000.00
7	G2.B2.S4.A1	Non Contracted Hourly Pay for teachers for collaborative planning for standards based instruction.				\$11,340.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	UniSIG		\$11,340.00
8	G2.B5.S1.A1	Hire Permanent Substitute				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School			\$18,000.00
9	G3.B1.S1.A1	Students will be given opportunities to deconstruct text across multiple contents to create a Thinking Map. They will then be able to write from the Thinking Map to answer a high order complex question related to the concept being taught.				\$0.00
10	G3.B3.S1.A1	Purchasing text for classroom libraries and independent reading for students				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	UniSIG		\$24,000.00
			<i>Notes: Purchasing text for classroom libraries and independent reading.</i>			
11	G3.B4.S1.A1	Teachers will be provided differentiated PD based on their experience and need.				\$16,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	Title, I Part A		\$2,400.00
			<i>Notes: Books for PD based on teacher need.</i>			
			0261 - Oneco Elementary School	Title, I Part A		\$14,000.00

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						<i>Notes: Conferences/Workshops/Guest Speakers based on teacher experiences and need.</i>
12	G3.B6.S1.A1	Teachers will be given time to analyze data and plan collaboratively with administrators and peers.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$15,000.00
						<i>Notes: Substitutes for data analysis and collaborative planning Funds for collaborative planning outside of the student day</i>
13	G4.B4.S1.A1	Committee Rollout on August 9th, 2017. Teams have an agenda and will launch the Leader In Me committee. Teams will create a roster, a vision, and Action steps for launching the movement. Teams will meet monthly to keep momentum of LiM.				\$0.00
14	G4.B6.S1.A1	Max Thompson- Learning Focused support will be provided to coach administrators. Contract with Learning Focused to provide monthly coaching and modeling support for admin.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Oneco Elementary School	UniSIG		\$25,000.00
Total:						\$283,589.40