South Elementary School

2017-18 Schoolwide Improvement Plan

South Elementary School

2468 SW 7TH AVE, Okeechobee, FL 34974

http://southelementaryschool.sites.thedigitalbell.com/

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	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Okeechobee 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 South Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

South Elementary School's mission is to help our students establish a solid academic foundation on which the building blocks of learning can be erected. We instill in our students a sense of respect for personal property and a sense of respect for community responsibility. Our students will leave South Elementary School equipped with the skills they need to successfully transition to higher education.

b. Provide the school's vision statement.

Eagles SOAR
Seek Opportunities and Achieve Results

2. School Environment

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

The climate and culture at South Elementary School is a priority. Students are greeted each day, fed a free, universal breakfast, and the principal personally does live morning announcements that are broadcast via Promethean Board or ITV. On the morning announcements, Ron Clark's Essential 55 are presented each morning in addition to Character Counts and Project Wisdom. All teachers utilize the Positive Behavior Support system whereby students are 'taught' how to behave as opposed to being punished for misbehavior. Students are rewarded and recognized for positive behavior and negative behavior is ignored when it can be.

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

Before the school day begins, the administrators and other key personnel greet and welcome all students as they arrive for the school day. During the school day, South Elementary School teachers use Kagan Cooperative Learning techniques to promote communication and relationship building within the classroom. During this 2016-2017 school year, teachers will continue to use Literacy First research-based instructional practices to teach strategies so students can be academically successful. This Literacy First process promotes an environment where students feel safe and respected.

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.

The South Elementary School faculty and staff practice the Positive Behavior Support system. The use of Positive Behavior Intervention Supports (PBIS) in schools is widespread (Sugai & Horner, 2002)[2]. The program offers a primary, secondary, and tertiary level of intervention.[3] A basic tenet of the PBIS approach includes identifying students in one of three categories based on risk for behavior problems. Once identified, students receive services in one of three categories: primary, secondary, or tertiary. To help practitioners with differences in interventions used at each of the levels the professional literature refers to a three-tiered (levels) model (Stewart, Martella, Marchand-Martella, & Benner, 2005; Sugai, Sprague, Horner & Walker, 2000;[4] Tobin & Sugai, 2005; Walker et

al., 1996.)[5] Interventions are specifically developed for each of these levels with the goal of reducing the risk for academic or social failure. These interventions may be behavioral and or academic interventions incorporating scientifically proven forms of instruction such as direct instruction.[6] The interventions become more focused and complex as one examines the strategies used at each level.[7] The above PBIS information was taken from the following website: https://en./Positive_behavior_support#PBS_in_schools

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.

The social-emotional needs of our students are met through our ESE services, private counseling agencies, guidance personnel, teachers, and administrators. Each student's needs are different, and the appropriate intervention is made by those listed above. Our MTSS is the primary process used to determine the specific need and the level of support needed.

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.

As students are identified through Skyward the below form is used by the Guidance Counselor to create and monitor interventions for students.

Pursuant to law, the Early Warning System shall be instituted identify students who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators Attendance, Suspensions, Course Failure, and a Level 1 in ELA or Math on statewide, standardized assessments.

Student:
Grade:
Date:
School:
School Year:

Early Warning Indicators
0 Attendance Below 90%
0 One or More Suspensions (ISS or OSS)
0 Course Failure in ELA or Math
0 Level 1 score on statewide, standardized assessment in ELA or Math
0 Other Indicator(s) Identified:

Intervention Strategies
Attendance Below 90%:
One or More Suspensions:
Course Failure in ELA or Math:
Level 1 on statewide, standardized assessment in ELA or Math:

O-SS-24
Created 9/2014

OKEECHOBEE COUNTY SCHOOL BOARD

Early Warning System
GRADES 6-8

Monitoring of Intervention Strategies
Attendance Below 90% (Monitor Monthly):
One or More Suspensions (Monitor Monthly):
Course Failure in ELA or Math (Monitor Quarterly):
Level 1 on statewide, standardized assessment in ELA or Math (Monitor Annually):
Results of Intervention Strategies
Attendance Below 90%:
One or More Suspensions:
Course Failure in ELA or Math:
Level 1 on statewide, standardized assessment in ELA or Math:

End of Year Recommendation:
0 Interventions Successful 0 Retention Required 0 Continued Remediation/Assessment Required

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	3	2	0	4	2	3	0	0	0	0	0	0	0	14
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	2	9	6	1	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	20	132	150	0	0	0	0	0	0	0	302

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	26	7	10	20	56	26	0	0	0	0	0	0	0	145

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

Pursuant to law, the Early Warning System shall be instituted identify students who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators Attendance, Suspensions, Course Failure, and a Level 1 in ELA or Math on statewide, standardized assessments.

Student:
Grade:
Date:
School:
School Year:

Early Warning Indicators
0 Attendance Below 90%
0 One or More Suspensions (ISS or OSS)

0 Course Failure in ELA or Math
0 Level 1 score on statewide, standardized assessment in ELA or Math
0 Other Indicator(s) Identified:

Intervention Strategies
Attendance Below 90%:
One or More Suspensions:
Course Failure in ELA or Math:
Level 1 on statewide, standardized assessment in ELA or Math:
O-SS-24
Created 9/2014

OKEECHOBEE COUNTY SCHOOL BOARD
Early Warning System
GRADES 6-8

Monitoring of Intervention Strategies
Attendance Below 90% (Monitor Monthly):
One or More Suspensions (Monitor Monthly):
Course Failure in ELA or Math (Monitor Quarterly):
Level 1 on statewide, standardized assessment in ELA or Math (Monitor Annually):
Results of Intervention Strategies
Attendance Below 90%:
One or More Suspensions:
Course Failure in ELA or Math:
Level 1 on statewide, standardized assessment in ELA or Math:

End of Year Recommendation:
0 Interventions Successful 0 Retention Required 0 Continued Remediation/Assessment Required

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/438436.

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

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

The school builds community relationships in two primary ways. First, the principal reaches out to civic organizations such as the Kiwanis, Rotary clubs, Oakview Baptist Church. The civic organizations and community organizations are invited into the schools to experience the climate for themselves. Secondly, the school uses both social local news media to outlets to advertise the successes and achievements within the school. The idea is to keep the community and families involved abreast of the progress and the needs of the school.

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
Downing, Tracy	Principal
Van Camp, Bryan	Assistant Principal
Stewart, Derek	Teacher, K-12
Van Wormer, Josh	Teacher, K-12
Hawk, Heather	Instructional Coach
King, Brian	School Counselor
Stanley, Lara	Teacher, K-12

b. Duties

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

Tracy Downing, Principal
Bryan Van Camp, Assistant Principal
Heather Hawk, Reading Coach
Brian King, Guidance Counselor
Lara Stanley-Teacher
Josh Van Wormer-Teacher
Derek Stewart-Teacher

The leadership team meets with all teachers during one planning period a week to present information regarding curriculum and instruction. This leadership team additionally supports student achievement through planned Profession Development, Data Chats, MTSS, and IEP meetings. The leadership team works closely with the teachers as they conduct a Coaching Cycle and implement Literacy First. This cycle begins with the unpacking of the standard and follows through with the lesson planning, modeling, coaching, and feedback session, using the Literacy First training.

The leadership team has developed a Bottom Quartile initiative this year that involves the team "adopting" the bottom quartile in grades 3-5. The team gets the BQ in tutorial, ensures they are meeting their iReady Time on Task, earns AR Points, uses Reflex Math, makes home visits, attends to any truancy issues, gets ESE accommodations, is in MTSS, gets attention from the Class Assist. We are also assigning the BQ a Chromebook and purchasing an internet card so we can monitor work from home.

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.

Tracy Downing - Principal - School Leadership Team meetings, Data Chats, PD, Coaching Cycle, Literacy First
Bryan Van Camp - Asst. Principal - MTSS (behavioral) meetings, Coaching Cycle, Literacy First
Heather Hawk - Reading Coach - PLC meetings, Coaching Cycle, Literacy First
Brian King- Guidance Counselor - IEP and MTSS (academic) meetings
Lara Stanley-Teacher-PLC meetings, Coaching Cycle, Literacy First
Josh Van Wormer-Teacher-PLC meetings, Coaching Cycle, Literacy First
Derek Stewart-Teacher-PLC meetings, Coaching Cycle, Literacy First

All members serve on the school leadership team. There are weekly leadership team meetings. School decisions are collectively made at these meetings regarding the coordinating and supplementing federal, state and local funds, services and programs. The School Leadership Team discusses fund raising efforts, allocation of resources, budget concerns, and general school operations. The School Leadership Team coordinates all school committees and collectively discusses all NEXT-STEPS for the advancement of student achievement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dowling Watford	Business/Community
Tracy Downing	Principal
Bryan Van Camp	Education Support Employee
Roger Azcona	Parent
Josh Waybright	Business/Community
Sylvia Anuez	Parent
Donny Arnold	Parent
Isaura Henry	Education Support Employee

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

The principal reviewed last year's School Improvement Plan with the SAC team at the first meeting held. The SAC duties and goals were reviewed and the new principal will review the SIP with the school board members. Standards based instruction was our main focus along with Literacy First.

b. Development of this school improvement plan

The Okeechobee County School District Strategic Plan was designed to provide a framework upon which all school improvement plans are developed and implemented. This strategic plan framework building was advertised, open to the public, and built in collaboration with the school board.

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

The annual discretionary budget and Title I budget will be reviewed with SAC, PTO, and the PI team.

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

The SAC committee will discuss how our school improvement funds will be spent.

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
Downing, Tracy	Principal
Stewart, Derek	Teacher, K-12
Van Wormer, Josh	Teacher, K-12
Van Camp, Bryan	Assistant Principal
Hawk, Heather	Instructional Coach
Stanley, Lara	Teacher, K-12
King, Brian	School Counselor

b. Duties

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

The Literacy Leadership Team will focus on:
1. Increasing the percentage of students on grade level in reading and math on i-Ready.
2. Administering interim assessments for all state assessed subjects.
3. Implement the Florida Standards Implementation Plan.
4. Increasing the number of students in K-2 who are on grade level at the end of each year as evidenced by Literacy First Phonics and Phonemic Awareness Assessments.
5. Increasing the number of students in 3rd - 5th grade who are on grade level at the end of the year as evidenced by standardized testing.
6. Focus heavily on the Bottom Quartile.

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.

Grade level teachers have a common planning time for collaboration and instructional planning. During this common planning time, one time per week, the grade level teams meet with the leadership team to plan standards based lessons.

School committees meet on each Early Release Day to work on formative assessments and mid quarter and quarter assessments. The committees strive to promote positive working relationships across grade levels.

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

The school works with the Director of Human Resources in a effort to recruit develop and retain highly qualified, certified-in-field, effective teachers. The school district supports the endeavor by having an online application forum. Additionally, the school uses Teachers-Teachers.com to locate and recruit highly qualified, certified-in-field, effective teachers. The school encourages all current teachers to achieve and maintain the status of highly qualified and certified-in-field teacher.

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

Each new teacher at South is provided with a mentoring team of teachers. Each new teacher has a grade chair as well who from the same grade or department. Therefore, team planning and learning are easily accomplished. The Okeechobee County School District also provides training and professional development involving the new and mentor teacher pairings.

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 school purchases a curriculum that is state approved and aligned to the Florida Standards for Math (Go Math) and ELA (Pearson Reading Street).

We also have purchased iReady materials that support the online program.

This is a Literacy First school that participates in training, coaching, and the use of 8 resource books.

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.

The school will use iReady, Performance Matters, and benchmark assessments to determine the level and need of individual students. Through data chats and team planning, teachers will determine the differentiation needs for each student. Instruction is modified via iReady and small group guided (teacher led) learning.

In addition, teachers will use Literacy First Phonics and Phonemic Awareness assessments to drive their individualized instruction.

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: Before School Program

Minutes added to school year: 0

Students at South Elementary can voluntarily attend school before and after to participate in small group, data driven, individualized instruction in reading.

Strategy Rationale

Tutorial time with the teacher in ELA instruction will help student achievement to improve.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Downing, Tracy, downingt@okee.k12.fl.us

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

iReady data, Performance Matters data, benchmark assessment data, and Literacy First Assessments.

Strategy: After School Program

Minutes added to school year: 0

Students at South Elementary can voluntarily attend school before and after to participate in small group, data driven, individualized instruction in reading.

Strategy Rationale

Tutorial time with the teacher in ELA instruction will help student achievement to improve.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Downing, Tracy, downingt@okee.k12.fl.us

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

iReady data, Performance Matters data, benchmark assessment data, and Literacy First Assessments.

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, § 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.

South Elementary School faculty use vertical teaming to support incoming and outgoing cohorts of students in transition from one school level to another. Teachers meet to discuss the needs and remarkable attributes of each cohort as the transition occurs.

In addition, the principal at SES communicates with the principal at the feeder middle school to discuss trend data that is used to hone in on particular standards to teach after the 5th grades take the FSA assessment. This collaboration helps students in that we are preparing them at the end of their 5th grade year so that they are better prepared to enter 6th grade.

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.

Our DIAP and our SIP focuses on ensuring grade level benchmarks are met each year so that our students graduate from high school and go on to college or enter the work force with the skills they need to be successful.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.   Reading, math, and science instruction is rigorous and standards based.

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. Reading, math, and science instruction is rigorous and standards based. 1a

🔑 G099374

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	60.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- We are not 100% proficient delivering instruction that reaches the full intent of the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Catapult Literacy First Professional Development

- Catapult Literacy First Coaching Days

- Catapult Literacy First Resource Books (8 per teacher)

Plan to Monitor Progress Toward G1. 8

A triangulation of data will be collected. I will use iReady data, Literacy First Assessment data, and informal/formal observation data.

Person Responsible
Tracy Downing

Schedule
Daily, from 8/10/2017 to 5/29/2018

Evidence of Completion
The online iReady program will be used to create progress monitoring reports throughout the year. I will look at Literacy First data and discuss informal/formal observation during Data Chats.

Plan to Monitor Progress Toward G1. 8

SES will use BENCHMARK and QUARTERLY assessments to monitor student progress

Person Responsible
Tracy Downing

Schedule
Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion
Benchmark and Quarterly Assessment data

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. Reading, math, and science instruction is rigorous and standards based. [1]

🔑 G099374

G1.B1 We are not 100% proficient delivering instruction that reaches the full intent of the standard. [2]

🔑 B267624

G1.B1.S1 By providing teachers with professional development designed to give them research based instructional practices, we will be able to provide rigorous reading, math, and science standards based instruction. [4]

🔑 S283528

Strategy Rationale

By providing the teachers with lesson plans that reach the full intent of the standard, vetting them together, and then teaching them, the teachers will become metacognitive and will be able to create the lesson plans themselves.

Action Step 1 [5]

Teachers will meet weekly during PLC to discuss lesson plans that reach the full intent of the standard.

Person Responsible

Tracy Downing

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

We will collect evidence by documenting the use of the lesson plans during classroom observations.

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

After the teachers are provided the lesson plans, the principal will observe the use of the lesson plans while observing in the classrooms. Support will be provided as needed.

Person Responsible

Tracy Downing

Schedule

Daily, from 8/10/2017 to 5/29/2018

Evidence of Completion

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

During formal and informal observations, the principal and Literacy First Consultant will document the use of research based instructional practices and standards based instruction.

Person Responsible

Tracy Downing

Schedule

Daily, from 8/10/2017 to 5/29/2018

Evidence of Completion

The trend data from the observations will be used as evidence.

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.MA1 🔑 M416516	A triangulation of data will be collected. I will use iReady data, Literacy First Assessment data,...	Downing, Tracy	8/10/2017	The online iReady program will be used to create progress monitoring reports throughout the year. I will look at Literacy First data and discuss informal/ formal observation during Data Chats.	5/29/2018 daily
G1.MA2 🔑 M416517	SES will use BENCHMARK and QUARTERLY assessments to monitor student progress	Downing, Tracy	8/10/2017	Benchmark and Quarterly Assessment data	5/29/2018 quarterly
G1.B1.S1.MA1 🔑 M416514	During formal and informal observations, the principal and Literacy First Consultant will document...	Downing, Tracy	8/10/2017	The trend data from the observations will be used as evidence.	5/29/2018 daily
G1.B1.S1.MA1 🔑 M416515	After the teachers are provided the lesson plans, the principal will observe the use of the lesson...	Downing, Tracy	8/10/2017		5/29/2018 daily
G1.B1.S1.A1 🔑 A382763	Teachers will meet weekly during PLC to discuss lesson plans that reach the full intent of the...	Downing, Tracy	8/10/2017	We will collect evidence by documenting the use of the lesson plans during classroom observations.	5/29/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget					
1	**G1.B1.S1.A1**	**Teachers will meet weekly during PLC to discuss lesson plans that reach the full intent of the standard.**			**$90,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0112 - South Elementary School			$90,000.00
			Notes: Teachers will have training and coaching days embedded throughout the year. The Literacy First Process is a three year initiative that is funded by Title 1 which costs approximately 30,000 dollars a year.			
					Total:	**$90,000.00**