

South Olive Elementary School

7101 S OLIVE AVE, West Palm Beach, FL 33405

www.edline.net/pages/south_olive_elementary_school

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

60%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Palm Beach 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

South Olive Elementary is committed to providing a world-class education with excellence and equality to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

South Olive Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of African and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

At South Olive Elementary School the faculty and staff will ensure that relationship building is a clear priority. We selected a variety of methods that faculty members used in the first days of school to establish a positive culture that supports teaching and learning and clarify the values that will guide interpersonal interactions between students and between teachers and students. Additionally, teachers reviewed School-wide Positive Behavior Support (SwPBS) single school culture procedures and behavioral expectations with their students. Some teachers will attend district provided Professional Development on multicultural offerings. Finally, all teachers will embed cultural activities within curriculum and daily course work (e.g. reading selections, writing prompts).

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

At South Olive Elementary School, administrators, faculty and staff have developed and implemented a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports (small group counseling) based on identified student need, and intensive (brief individual counseling, referral) supports to students including school based and community resources. Our guidance counselors and teachers will articulate, demonstrate, and teach the specific practices that reflect the applications of the school's SwPBS Universal Guidelines to the situations students may encounter before, during and after school. Adults across the campus will clarify their expectations for positive interpersonal interaction. At South Olive Elementary School, we involve all staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings.

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

Students at South Olive Elementary School will be taught the Universal Guidelines and behavior matrix to ensure that they are aware of school wide expectations. These expectations are Respect, Own Your Actions, Achieve Success and Responsibility. Teachers are trained in Classroom management procedures included in the TIPs Professional Development Program. Differentiated instruction is taking place in all areas of the curriculum in order to meet the needs of all students. All faculty and staff provide positive feedback to students regarding the Universal Guidelines. South Olive Elementary School also has a school wide recognition system in place known as Tiger Tickets and in the cafeteria, The Golden Spatula. Finally, there is a differentiated system of school counseling services with dedicated time for core classroom guidance instruction for all students.

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

To ensure that the social-emotional needs of all students are being met at South Olive Elementary the School Based Team (SBT) meets when necessary to discuss students with barriers to academic and social success. Our guidance counselors are implementing the Student Success Skills program, a comprehensive school counseling program with dedicated time to assess the needs of the students and the barriers blocking their success, identify interventions that research suggests works to remove the barrier to success and evaluate our interventions. Identified staff will provide a differentiated delivery of services based on student/ school need. It will include core, supplemental and intensive supports utilizing data based decision making to close academic and social emotional equity gaps by connecting all students to the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

At South Olive Elementary School administration, faculty and staff will use data systems to identify students who have attendance, behavioral or academic concerns. There are also guidelines created for the number of absences before a referral is generated to SBT.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	11	6	15	8	4	55
One or more suspensions	0	1	0	0	1	0	2
Course failure in ELA or Math	14	19	33	0	5	3	74
Level 1 on statewide assessment	0	0	0	29	8	15	52

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	
Students exhibiting two or more indicators	5	3	1	5	3	4	21

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

At South Olive Elementary School there is an effective multidisciplinary teams in place to problem solve and create actions plans. Some interventions that are utilized include Supplemental Academic Instruction (SAI) , immediate intensive intervention (iii), Leveled Literacy Intervention (LLI), Foundations, small group instruction and differentiated instruction. Some online resources that are utilized are Ticket to Read, V-Math Live and Thinkcentral. Teachers are encouraged to set set goals with all students, but are required to set goals with those identified by the school's early warning system.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

At South Olive Elementary School, , stakeholder involvement is encouraged through participation in the School Advisory Council (SAC), the Parent Teacher Organization (PTO), and volunteering in the classroom or at special events.

Meet the Teacher, Open House, Curriculum Nights, parent/teacher conferences and a highly visible administrative staff all foster positive relationships among stakeholder groups.

The School's mission and vision are communicated through the PTO Newsletter, the Tiger Times and edline.

Edline, progress Reports, report cards and student agendas (planners) are used to communicate student progress to parents.

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

Ways in which South Olive Elementary School builds and sustains partnerships with the local community include: School Advisory Council and local community/ business partners.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Hench, Sharon	Principal
Hamerling, Dava	Assistant Principal
Rose, Cynthia	Teacher, ESE
Graat, Melinda	Teacher, K-12
Morgan, Sherry	Teacher, K-12
Zapata Henao, Natalia	Guidance Counselor
Owens, Hillary	Guidance Counselor
Kovner, Robyn	Instructional Media
Chiacchio, Kathy	Other

Duties

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

The members of the School Leadership Team meet one time each month to share school wide information as it relates to monitoring teaching and learning and meeting the needs of all students. Decisions are made collaboratively using the shared decision making model.

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

The School Leadership Team and the School Based Team (SBT) will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research - based intervention to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (i.e., teacher, inclusion teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

South Olive Elementary school integrates Single School Culture by sharing Universal Guidelines for Success (ROAR), following our Behavior Matrix, teaching Expected Behaviors, communicating with parents, and monitoring the SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rob Lerro	Parent
Jennifer Ali	Parent
Sharon Hench	Principal
Yiselk Bell	Teacher
Cynthia Rose	Teacher
Kathy Chiacchio	Teacher
Juana Triana	Education Support Employee
Dina Rubio	Business/Community
Robert Norvell	Business/Community
John Critchett	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan (SIP) was approved by the School Advisory Council September 2013. Data supporting the SIP goals was reviewed by the SAC August, 2014.

Development of this school improvement plan

The changes in the School Improvement Plan (SIP) template were shared with the members of the SAC. One parent member of SAC will work with the principal and staff to complete the draft of the SIP.

Preparation of the school's annual budget and plan

The preliminary 2015 budget was submitted April 2014. The updated budget was reviewed at the August 2014 SAC meeting.

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

We did not receive School Improvement funds for School Year 2014.

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

No

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

The school is not in compliance regarding parent membership, current SAC members and administration are working to recruit and elect parent/not district employees to participate as SAC members.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hamerling, Dava	Assistant Principal
Hench, Sharon	Principal
Burks, Debra	Teacher, K-12
Cody, Barbara	Teacher, K-12
Dunlap, Michelle	Teacher, ESE
Everman, Kimberly	Teacher, K-12
Frutos, Gloria	Teacher, K-12
Coggins, April	Teacher, K-12
Graat, Melinda	Teacher, K-12
Havican, Adam	Teacher, K-12
Kovner, Robyn	Teacher, K-12
Orlove, Laura	Teacher, K-12
Silvers, Lynn	Teacher, K-12
Powers, Michelle	Teacher, K-12
Moreland, Lauren	Teacher, K-12
Chiacchio, Kathy	Other

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team Members will:

- Attend planning cycle and facilitate grade level collaborative planning following planning cycle to teach others
- Support grade level teachers as they plan instruction
- Support literacy instruction of teachers on the grade level
- Serve as the catalyst for change
- Facilitate planning cycle
- Monitor use of web based program, Ticket To Read
- Monitor fidelity of implementation of Reading Running Record (RRR), Leveled Literacy Intervention (LLI), immediate intensive intervention (iii)

Public and Collaborative Teaching

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

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

Teachers participate in weekly Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student achievement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The Principal will assign one "Buddy" and one "Mentor" teacher to each new teacher.
Team Leaders will provide support through grade level and/or learning team meetings.
The Professional Development Contact will provide support through Professional Development.
The Principal will schedule on-going meetings with Leadership Team.
The Principal will solicit teacher candidate referrals from colleagues (administrators /teachers).

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

In addition to activities outlined in the District Educator Support Program (ESP) Program, teachers new to South Olive Elementary School will be assigned a Buddy Teacher, participate in Learning Team Meetings (LTMs), faculty meetings, on-going face to face professional development and web-based professional development. Teachers new to the Gifted Program will have on-going meetings with the District Gifted Specialist. Teachers new to gifted and new to ESOL will be working on their endorsement coursework throughout the year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

South Olive Elementary School administrators ensure every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- Analyzing and comparing student data to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Providing instruction based on student needs
- Providing instruction aligned with the LAFS for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Self-selecting texts based on RRR levels

- Providing push-in/pull out services for ESE/ELL
- Providing Leveled Literacy Intervention(LLI) instruction to students performing a year or more below grade level

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

Strategy: After School Program

Minutes added to school year: 0

A certified classroom teacher oversees the program.
Program - Explore Literacy K-2
Lessons are aligned with Common Core Standards for Reading.
Incorporates engaging fiction and non-fiction read alouds that build on prior knowledge.
Builds fluency using age appropriate Reader's Theater.
Daily hands-on activities and projects.
Lessons are supplemented with Technology extentions for further understanding.

Strategy Rationale

The rationale for this strategy is to help build a community of readers, improve reading comprehension and build fluency.

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

The District Department of Afterschool will collect and analyze data.

Student Transition and Readiness

PreK-12 Transition

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

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

Preschool parents and preschool staff will be invited to special events at South Olive Elementary, including SAC meetings, PTO meetings and Family Fun Nights.

South Olive Elementary School will hold Kindergarten Round-Up in the Spring 2015.

Incoming Kindergarten students are given a designated start date for staggered start which allows 1/3 of the population to attend each day and become familiar with the classroom environment, routines, rules, and procedures.

Tea and Sympathy is held the 4th day of school for parents of incoming Kindergarten children to provide an opportunity for parents to network with each other, learn about the school volunteer program and meet the members of the PTO board.

A Child Associate from the Boys' Town Primary Project is on campus full-time to transition Kindergarten and First Grade students.

College and Career Readiness

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

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

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

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

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.** Teachers will analyze and use data from Reading Running Records (RRR), Diagnostic Assessments, Performance Matters Assessments, and other EDW reports to drive instruction.

- G2.** Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate.

Strategic Goals Detail

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

G1. Teachers will analyze and use data from Reading Running Records (RRR), Diagnostic Assessments, Performance Matters Assessments, and other EDW reports to drive instruction. **1a**

 G037180

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	84.0

Resources Available to Support the Goal **2**

- Use available resources from the PBSO website.
- Continuous Improvement Management System (CIMS)
- District provided professional development

Targeted Barriers to Achieving the Goal **3**

- Limited experience in analyzing data, identifying effective teaching strategies, grouping students for differentiated instruction.
- Lack of experience using CIMS with fidelity.

Plan to Monitor Progress Toward G1. **8**

Learning Team Meeting Agendas and notes

Person Responsible

Sharon Hench

Schedule

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

Evidence of Completion

Improved Student Achievement

G2. Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate. 1a

G037181

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- Literacy in Action Center professional development
- Marzano training materials

Targeted Barriers to Achieving the Goal 3

- Teachers need additional Professional Development in the use of notebooks as it relates to teaching and learning.

Plan to Monitor Progress Toward G2. 8

Formal and informal classroom observations

Person Responsible

Sharon Hench

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Improved Student Achievement

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. Teachers will analyze and use data from Reading Running Records (RRR), Diagnostic Assessments, Performance Matters Assessments, and other EDW reports to drive instruction. **1**

 G037180

G1.B1 Limited experience in analyzing data, identifying effective teaching strategies, grouping students for differentiated instruction. **2**

 B089217

G1.B1.S1 Identify grade level Learning Team Facilitators and provide training. **4**

 S099866

Strategy Rationale

Learning Team Facilitators are trained to look at data deeply, take it apart and use it to differentiate instruction. They can utilize all these skills with their teams at Learning Team Meetings.

Action Step 1 **5**

Provide Professional Development

Person Responsible

Sharon Hench

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Training Log

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

Monitor LTMs and Grade Level Meetings

Person Responsible

Sharon Hench

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting agendas and notes

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

LTMs and Grade Level Meetings

Person Responsible

Sharon Hench

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting agendas

G2. Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate. 1

G037181

G2.B1 Teachers need additional Professional Development in the use of notebooks as it relates to teaching and learning. 2

B089219

G2.B1.S1 Provide professional development activities during Learning Team Meetings and Professional Development days (PDD). 4

S099867

Strategy Rationale

Teachers need to learn how to implement Reading, Writing and Math notebooks in their classrooms.

Action Step 1 5

Professional Development on use of Notebooks

Person Responsible

Dava Hamerling

Schedule

On 6/4/2015

Evidence of Completion

Student Notebook samples

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

Formal and Informal Observations

Person Responsible

Sharon Hench

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student notebook samples

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

Formal and informal observations

Person Responsible

Dava Hamerling

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Notebook Samples

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development	Hench, Sharon	8/18/2014	Training Log	6/4/2015 monthly
G2.B1.S1.A1	Professional Development on use of Notebooks	Hamerling, Dava	8/18/2014	Student Notebook samples	6/4/2015 one-time
G1.MA1	Learning Team Meeting Agendas and notes	Hench, Sharon	9/29/2014	Improved Student Achievement	5/29/2015 quarterly
G1.B1.S1.MA1	LTM's and Grade Level Meetings	Hench, Sharon	8/18/2014	Meeting agendas	6/4/2015 weekly
G1.B1.S1.MA1	Monitor LTM's and Grade Level Meetings	Hench, Sharon	8/18/2014	Meeting agendas and notes	6/4/2015 weekly
G2.MA1	Formal and informal classroom observations	Hench, Sharon	8/18/2014	Improved Student Achievement	6/4/2015 quarterly
G2.B1.S1.MA1	Formal and informal observations	Hamerling, Dava	8/18/2014	Student Notebook Samples	6/4/2015 quarterly
G2.B1.S1.MA1	Formal and Informal Observations	Hench, Sharon	8/18/2014	Student notebook samples	6/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will analyze and use data from Reading Running Records (RRR), Diagnostic Assessments, Performance Matters Assessments, and other EDW reports to drive instruction.

G1.B1 Limited experience in analyzing data, identifying effective teaching strategies, grouping students for differentiated instruction.

G1.B1.S1 Identify grade level Learning Team Facilitators and provide training.

PD Opportunity 1

Provide Professional Development

Facilitator

Safe Schools PD Facilitator

Participants

Designated Grade Level LTFs

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G2. Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate.

G2.B1 Teachers need additional Professional Development in the use of notebooks as it relates to teaching and learning.

G2.B1.S1 Provide professional development activities during Learning Team Meetings and Professional Development days (PDD).

PD Opportunity 1

Professional Development on use of Notebooks

Facilitator

School-based Professional Development Team and Literacy in Action PD Facilitator

Participants

Classroom Teachers

Schedule

On 6/4/2015

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will analyze and use data from Reading Running Records (RRR), Diagnostic Assessments, Performance Matters Assessments, and other EDW reports to drive instruction.	4,328
Goal 2: Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate.	4,329
Grand Total	8,657

Goal 1: Teachers will analyze and use data from Reading Running Records (RRR), Diagnostic Assessments, Performance Matters Assessments, and other EDW reports to drive instruction.

Description	Source	Total
B1.S1.A1 - First Baptist Church to fund Ticket to Read and V-Math Live	Other	3,000
B1.S1.A1 - First Baptist Church to fund Student Agendas for Grades 1&2	Other	700
B1.S1.A1 - \$1257 School Based Team Stipend FY 2013-2014 and FY 2014-2015	School Improvement Funds	628
Total Goal 1		4,328

Goal 2: Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate.

Description	Source	Total
B1.S1.A1 - First Baptist Church to Fund Ticket to Read and V-Math Live	Other	3,000
B1.S1.A1 - First Baptist Church to fund Agendas for Grades 1 and 2	Other	700
B1.S1.A1 - School Based Team Stipend for FY 2013-2014 and 2014-2015	School Improvement Funds	629
Total Goal 2		4,329