

South Elementary School



2015-16 School Improvement Plan

South Elementary School

2468 SW 7TH AVE, Okeechobee, FL 34974

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
77%

Alternative/ESE Center
No

Charter School
No

Minority
48%

School Grades History

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

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.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

Provide the school's vision statement

Eagles SOAR
Seek Opportunities and Achieve Results

School Environment

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.

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 the upcoming 2015-2016 school year, teachers will 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.

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

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.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/62182>.

Description

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

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 and Rotary clubs. The civic 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.

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:

Name	Title
Downing, Tracy	Principal
Nichols, Heather	Instructional Coach
	Guidance Counselor
Van Camp, Bryan	Assistant Principal

Duties

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
 Carrie Thompson, Reading Coach
 Heather Nichols, Guidance Counselor

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.

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

Carrie Thompson - Reading Coach - PLC meetings, Coaching Cycle, Literacy First

Heather Nichols - Guidance Counselor - IEP and MTSS (academic) meetings

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Monique Trent	Parent
Dowling Watford	Business/Community
Carrie Thompson	Education Support Employee
Maria Dusen	Parent
Tracy Downing	Principal
Bryan Van Camp	Education Support Employee
Jingle Isales	Parent
Mr. Isales	Parent
Roger Azcona	Parent
Leticia Garcia	Parent
Candace Pope	Parent
Tiffany Streeper	Parent
Courtney Crews	Parent
Fay Faircloth	Parent
Jessica Arnold	Parent
Lacey McCranie	Parent
Jaries Neville	Parent
Mike Loesche	Parent
Dawn Radebaugh	Parent
Tracy Fisk	Parent
Brian Wendt	Parent
Jennifer Day	Parent
Stephanie Dupree	Parent
Cherie Speak	Parent
Maria Navarro	Parent
Melinda Jenkins	Parent
Bridgett Hunter	Parent
Maria Marquez	Parent
Lynn Yates	Parent
Tiffany Feeney	Parent
Anna Shockley	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 principal reviewed the 2014-15 School Improvement Plan with the SAC team at the first meeting held after the new principal took over in December. The SAC duties and goals were reviewed and the

new principal reviewed the SIP with the school board members. Standards based instruction was focused on the role of the Differentiated Accountability team from FLDOE was discussed.

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.

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.

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Downing, Tracy	Principal
Stewart, Derek	Teacher, K-12
Van Wormer, Josh	Teacher, K-12
Van Camp, Bryan	Assistant Principal
Thompson, Carrie	Instructional Coach
Ellis, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

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

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.

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.

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 mentor teacher. Typically, the mentor is 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.

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

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

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

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.

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

Students at South Elementary will attend school for one extended hour per day. The extra hour will be used for small group, data driven, individualized instruction in reading.

Strategy Rationale

Extended 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: Summer Program

Minutes added to school year: 1,800

South Elementary participated a district wide Cool School Summer Program for students in grades K-4.

Strategy Rationale

The rationale was to provided students with enrichment and instruction to increase academic performance.

Strategy Purpose(s)

- 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

Attendance data was collected in addition to iReady 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

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.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Reading, math, and science instruction is rigorous and standards based. 1a

G062347

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0
FSA - English Language Arts - Proficiency Rate	60.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Catapult Literacy First Professional Development
- Catapult Literacy First Coaching Days
- Catapult Literacy First Resource Books (8 per teacher)

Targeted Barriers to Achieving the Goal 3

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

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 8/24/2015 to 5/31/2016

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 8/24/2015 to 5/31/2016

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**

 G062347

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

 B162743

G1.B1.S1 Provide teachers with lesson plans that reach the full intent of the standard. **4**

 S174141

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 to vet the lesson plans.

Person Responsible

Tracy Downing

Schedule

Weekly, from 8/25/2015 to 9/22/2015

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 8/24/2015 to 6/1/2016

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 8/24/2015 to 6/1/2016

Evidence of Completion

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

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	Teachers will meet weekly to vet the lesson plans.	Downing, Tracy	8/25/2015	We will collect evidence by documenting the use of the lesson plans during classroom observations.	9/22/2015 weekly
G1.MA1	A triangulation of data will be collected. I will use iReady data, Literacy First Assessment data, and informal/formal observation data.	Downing, Tracy	8/24/2015	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.	5/31/2016 daily
G1.MA2	SES will use BENCHMARK and QUARTERLY assessments to monitor student progress	Downing, Tracy	8/24/2015	Benchmark and Quarterly Assessment data	5/31/2016 quarterly
G1.B1.S1.MA1	During formal and informal observations, the principal and Literacy First Consultant will document the use of research based instructional	Downing, Tracy	8/24/2015	The trend data from the observations will be used as evidence.	6/1/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	practices and standards based instruction.				
G1.B1.S1.MA1	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.	Downing, Tracy	8/24/2015		6/1/2016 daily

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.

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers will meet weekly to vet the lesson plans.				\$90,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0112 - South Elementary School			\$90,000.00
			<i>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.</i>			
					Total:	\$90,000.00