

Polk County Public Schools

James W. Sikes Elementary School



2015-16 School Improvement Plan

James W. Sikes Elementary School

2727 SHEPHERD RD, Lakeland, FL 33811

<http://schools.polk-fl.net/sikes>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	57%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	D	C	B

**Preliminary 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 Polk 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

The mission of Sikes Elementary, with the support of the home and the community, is to provide the highest quality education for our students by creating a caring and challenging atmosphere that encourages life long learning.

Provide the school's vision statement

In partnership with home and community, Sikes Elementary is committed to educating productive citizens of tomorrow.

School Environment

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

The teachers and staff learn about our student's cultures through daily conversations with students and their families. Our teachers schedule regular conferences with parents in person as well as on the phone and we host several family events throughout the year. In addition to family events on campus such as various music programs, Science Fair and a Fall Festival, we have monthly spirit nights at local restaurants within our community.

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

There are several ways that we create a safe environment for our staff and students. We have a detailed written plan for different emergencies such as fire, bomb threats, and potential intruders on campus. Monthly drills are practiced with all students. Classroom doors are locked at all times and students use the buddy system when walking around campus. Our custodian walks the school perimeter weekly to check for potential security issues. Teachers are on duty throughout the campus every morning as students arrive at school and teachers walk each student to their dismissal places each afternoon.

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

Sikes Elementary is a Positive Behavior School (PBS). From the first week of school and during the year as needed, we teach behavior expectations for all our students. Our expectations are Positive Attitude, Respectful Behavior, Independent Thinking, Dedication to Safety and Engaged in Learning (PRIDE). Students are rewarded for good behavior several different ways to include random rewards with PRIDE tickets. Behaviors are classified as either teacher managed or office managed. Students with continued behavior issues will be referred to the MTSS team to assist with developing a behavior plan.

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 students are a priority at Sikes. In addition to heading up the MTSS team, our Guidance Counselor provides several supports for our students. She is the Hearth Liasion, ESOL Coordinator and DCF contact for our school. She also coordinates the Kids Pack meal program with a local agency in our community to help feed needy students over the weekends and school breaks. Our Guidance Counselor also attends parent-teacher conferences and provides information to parents regarding different social services available.

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

The district provides an automated monthly report through email to assist with identification of those students with excessive absences and/or tardies. Our school social worker also runs a monthly attendance report and meets with the terminal operator to send out attendance letters to parents. Our PBS Team reviews discipline data during their monthly meeting to provide assistance to teachers.

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	19	20	16	17	16	12	100
One or more suspensions	4	7	1	4	1	3	20
Course failure in ELA or Math	0	8	2	5	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	1	2	3	
Students exhibiting two or more indicators	3	1	3	7

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

At Sikes Elementary implement the Positive Behavior Support System. Students with excessive tardies and/or absences are referred to the school social worker for assistance. Our lowest performing students are monitored by the classroom teachers as well as administration. We also provide after school tutoring in reading and math for students in grades 3-5.

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

There are many opportunities for parents to become involved in their child's education at Sikes. In addition to parent-teacher conferences, we encourage parents to become approved volunteers and assist teachers in the classroom or help with a project at home. We also host different parent involvement opportunities during the school year. These include a before school Orientation, Open House, Science Fair Night, Fall Festival, musical performances and Curriculum Nights. Our Parent Teacher Association (PTA) actively recruits parents to help with events such as fundraisers and our school wide Fun Day at the end of the year.

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

Our administrative team actively seeks out partnerships from local businesses. KB Homes, KIDZ day care and PDQ are a few of the businesses that provide support to our school. PDQ provides quarterly family nights where a portion of sales is given back to our school as a donation. The owner of KIDZ serves on the School Advisory Council (SAC). KB Homes will participate in our PTA's Fall Festival. The North Lakeland Rotary Club also supports our students through the BUSS program, providing belts, underwear, shoes and socks to students in need. The Lakeland South Rotary Club also provides a free Dictionary to every third grader.

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
Chapman, Kerry	Principal
Burgess, Meggan	Teacher, ESE
Driver, Kathleen	Guidance Counselor
Williams, Kirsten	Psychologist
Henry, Christina	Teacher, K-12
Fales, Monica	Other
Jacques, Cheryl	Teacher, K-12
Fontaine, Selina	Teacher, K-12
Ewing, Dorothy	Assistant Principal

Duties

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

Kerry Chapman, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of

school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS implement and communicates with parents regarding school-based MTSS plans and activities.

Dorothy Ewing, Assistant Principal: Provides information on school-wide discipline data, ensures that school-based team is implementing MTSS, participates in implementation of intervention support and documentation and ensures adequate professional development to support assessment of MTSS knowledge and skills of staff.

Kathleen Driver, PBS Team Leader/Guidance Counselor: Supports Tier 1 school-wide initiatives; participates in the development and coordination of 2/3 behavior intervention programs. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavior and social success

Meggan Burgess, ESE Facilitator: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered interventions; collaborates with general education teachers.

Kirsten Williams, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation of data-based decision making activities.

Monica Fales, Resource Teacher: provides support for students in grades 4 and 5 in math, provides support for new teachers through weekly check ins as well as coaching supports

Cheryl Jacques, Third Grade Teacher: Supports teachers by attending district level math professional development during the year and sharing information to all staff

Christy Henry, Fifth Grade Teacher: Supports teachers by attending district level English/ Language Arts professional development during the year and sharing information to all staff

Selina Fontaine, Second Grade Teacher: Supports teachers by attending district level science professional development during the year and sharing information to all staff

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 MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- *Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks.

- *Assist teachers to design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

- *Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- *Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

- *Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans, and make recommendation for implementation of new programs.

The MTSS Leadership Team will monitor and revise the School Improvement Plan (SIP) during the 2015- 2016 school year. The SIP is a reflection of the problem-solving process: data analysis; goal

setting; areas of weakness are identified; barriers are analyzed; strategies are selected, implemented and monitored during the school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kerry Chapman	Principal
Darin Weeks	Parent
Kathy Driver	Teacher
Melissa Artman	Parent
Maria Portal	Education Support Employee
Dorothy Ewing	Principal
Sharon Parks	Teacher
Aida Reeves	Teacher
Victor Travis	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 evaluation of the 2014- 2015 School Improvement Plan and review of released FSA/FCAT data will occur during the first SAC meeting held in October.

Development of this school improvement plan

The 2015- 2016 SIP will be presented to the School Advisory Council at the second meeting of the year for discussion, editing, and approval. The SAC will analyze relevant data throughout the year to determine the goals in the plan and how progress toward the goals will be measured. The SAC will also review all funds reported in the SIP.

Preparation of the school's annual budget and plan

NA

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

N/A

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
Chapman, Kerry	Principal
Henry, Christina	Teacher, K-12
Fales, Monica	Other
Ravenscraft, Emily	Teacher, K-12
Ewing, Dorothy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is represented of teachers from all grades K-5 as well as ESE teachers. The team will focus meetings on how to improve school/teacher effectiveness and student achievement in Reading. The team will review school-wide and grade level reading data for FAIR. They will also provide classroom teachers with support for FAIR assessments. In addition, they will help monitor the progress of the lowest quartile of students in reading and the school-wide Accelerated Reading Program.

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 daily common planning time of 50 minutes to collaborate to develop lesson plans. Mrs. Chapman and Mrs. Ewing meet weekly with grade levels during collaborative planning to provide support with lesson planning. ESE teachers also attend planning to provide supports for ESE students. District support staff such as a math coach will meet with grade levels periodically during the year. We also provide teachers the opportunity to observe other teachers who teach the same grade level so they can observe best practices in action. Our resource teacher, Mrs. Fales also works closely with beginning teachers and provides supports through observations and modeling classroom management strategies.

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

The RHS Recruitment System is utilized to screen for highly qualified and certified instructional and non-instructional staff. This system is maintained by the HR Department and is used at the school level by Kerry Chapman and Dorothy Ewing to search for applicants when a vacancy occurs. New teachers to Sikes are assigned a mentor teacher to assist with the transition. We work to retain faculty by providing them with a variety of supports. Our school provides teachers with a daily common planning time so they can collaborate to develop lessons. Our Assistant Principal and/or Resource Teacher will meet monthly with new teachers to conduct collaboration meetings, trainings and offer support

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

New teachers are paired with an experienced teacher preferably on the same grade level. Planned mentoring activities includes meeting weekly with the grade level team to collaborate on lesson plans, modeling instructional strategies in the classroom, observing instruction as requested, providing feedback and assisting with multiple assessments. Administration will also provide feedback in a non-evaluative form weekly.

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

Teachers develop lesson plans using the district provided curriculum learning timelines and modules. These modules reflect the Florida Standards and materials used in the classroom are provided by the district as supports to implement the core instruction. Resources such as CPALMS are included in math lesson plans. Teachers are provided professional development through various means: district level coaches, Lead Curriculum Teachers on staff and administration. Teachers are also provided feedback on instruction based on classroom walk through observations. Teachers share student work samples during collaborative planning.

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

Data from various assessments such as the FAIR and district made math and science assessments are used to differentiate the core instruction. Students may be grouped by deficient skills or comprehension level for reading. Small group instruction is embedded in both reading and math blocks. Teachers will meet with the lowest quartile students in small groups daily to provide remediation.

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: 600

Based upon 3rd grade FSA Reading scores, students in the lowest quintile were identified. These students will be offered after school reading tutoring once a week for 60 minutes. During that time, students will practice using effective reading and comprehension skills.

Strategy Rationale

Research shows that increased instructional time for students struggling in reading has a positive correlation on student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chapman, Kerry, kerry.chapman@polk-fl.net

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

N/A

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

The district provides VPK at specific schools throughout our county. At Sikes, we have one ESE PreK classroom. During the summer, incoming kindergarten students are screened if parents are interested in our Accelerated Program. This screening is used to form classes.

In the spring, math and science teachers from Mulberry Middle School visit Sikes and team teach with our fifth grade teachers. Our fifth grade students also take a field trip to the middle school to tour the campus and attend an information session at night with their parents.

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

NA

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

NA

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

NA

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

NA

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** By implementing effective core instruction based on Florida Standards and consistent progress monitoring, students will be successful in all grade levels.

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. By implementing effective core instruction based on Florida Standards and consistent progress monitoring, students will be successful in all grade levels. 1a

G073273

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	59.0
FSA Mathematics - Achievement	55.0

Resources Available to Support the Goal 2

- updated district learning maps, teacher found resources, resource teacher for math, district level coaches, administrative support during collaborative planning
- Organized team building events to improve moral and relationships between staff
- Book study for teachers: Mindset The New Psychology Of Success
- Designated day for grade levels to collaboratively plan
- Professional development for teachers in the area of accountable student talk

Targeted Barriers to Achieving the Goal 3

- Preparation: Lack of teacher preparedness for planning with knowledge of the Florida State Standards.
- Preparation: Lack of knowledge about collaborative planning process
- Attitudes: Lack of teacher receptiveness and flexibility during planning.
- Time: Lack of adequate time to plan for teachers.
- Instructional: Little accountable talk between students throughout content areas

Plan to Monitor Progress Toward G1. 8

State and District assessment data, observations during classroom walkthroughs, review of student work samples, review of data, and discussions of progress with teachers during PLC's

Person Responsible

Kerry Chapman

Schedule

Monthly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Lesson plan reviews, Journey observation notes, coaching observation feedback, PLC notes

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. By implementing effective core instruction based on Florida Standards and consistent progress monitoring, students will be successful in all grade levels. **1**

 **G073273**

G1.B1 Preparation: Lack of teacher preparedness for planning with knowledge of the Florida State Standards. **2**

 **B191436**

G1.B1.S1 Provide support for teachers with understanding the Florida Standards and what mastery should look like through student work samples. **4**

 **S202912**

Strategy Rationale

The 2015 school year is the second year of full implementation of the Florida standards. Teachers are still learning the full intent of the standards and what student mastery looks like. By providing support to new teachers as well as those needing support, teachers will better understand the standards on their grade level and this will improve the quality of classroom instruction.

Action Step 1 **5**

Provide support to teachers with understanding the Florida Standards

Person Responsible

Kerry Chapman

Schedule

Weekly, from 8/19/2015 to 6/3/2016

Evidence of Completion

Professional Development agendas, meeting dates with district coaches, training dates for teachers to attend district professional development, lesson plan review, weekly collaborative planning support with administration

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

Administration facilitates grade level PLC meetings
Review of lesson plans
Observations during classroom walkthroughs
Leadership teams and ESE teachers assists grade levels with lesson planning
Administration provides support through district level coaches
Teachers attend district level professional development
Lead Teachers participate in district meetings to share with colleagues and provide support

Person Responsible

Kerry Chapman

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

PLC notes and attendance Classroom observation notes both formal (Journey) as well as non-evaluative coaching notes Instruction Reviews from district level team Lesson plans with Florida Standards Sharing student work samples with grade level

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

weekly PLC's
Non-evaluative coaching feedback to teachers
Classroom walk through observations

Person Responsible

Kerry Chapman


Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

review of progress monitoring documentation, review of student work samples, lesson plan reviews

G1.B2 Preparation: Lack of knowledge about collaborative planning process 2

 B191437

G1.B2.S1 Provide professional development for teachers to understand the collaborative planning process. 4

 S202913

Strategy Rationale

Research shows that when teachers participate in collaborative planning the quality of instruction improves and helps improve student achievement.

Action Step 1 5

Provide professional development for collaborative planning

Person Responsible

Kerry Chapman

Schedule

Monthly, from 8/19/2015 to 5/6/2016

Evidence of Completion

agendas, sign in sheets for professional development and participation in weekly collaborative planning sessions

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will create professional development calendar for support of collaborative planning process

Person Responsible

Kerry Chapman

Schedule

Weekly, from 9/1/2015 to 6/7/2016

Evidence of Completion

agendas for professional development, sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will attend collaborative planning to document implementation of professional development

Person Responsible

Kerry Chapman

Schedule

Weekly, from 9/8/2015 to 5/24/2016

Evidence of Completion

Collaborative Planning notes, observations of classroom instruction, Journey data

G1.B2.S2 Provide support for teachers with the collaborative planning process through participation of admin during weekly planning sessions as well as support staff like the Resource Teacher and ESE teachers. 4

 S202914

Strategy Rationale

Support staff and administration will be able to bring other perspectives and ideas to the table during planning. ESE teachers will be able to help differentiate instruction and/or assignments to meet the needs of diverse learners.

Action Step 1 5

A member of the leadership team supports teachers by attending weekly collaborative planning sessions.

Person Responsible

Kerry Chapman

Schedule

Weekly, from 8/21/2015 to 5/27/2016

Evidence of Completion

attendance sheets, lesson plans,

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Attendance sign in during weekly collaborative planning sessions

Person Responsible

Kerry Chapman

Schedule

Weekly, from 9/8/2015 to 5/24/2016

Evidence of Completion

notes taken during planning sessions, regularly scheduled conversations between admin and support staff

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration and support staff will meet regularly to discuss the process of collaborative planning for assigned grade levels

Person Responsible

Kerry Chapman


Schedule

Monthly, from 9/8/2015 to 5/24/2016

Evidence of Completion

observation notes during collaborative planning

G1.B3 Attitudes: Lack of teacher receptiveness and flexibility during planning. 2

 B191438

G1.B3.S1 During the 2015- 2016 school year, teachers will participate in a book study using Mindset: The New Psychology of Success by Carol S. Dweck. 4

 S202915

Strategy Rationale

This book shares research on achievement and success based on the power of one's mindset. It describes the difference between a fixed mindset and a growth mindset. By reading and discussing the ideas shared in this book, our teachers will have a better understanding of how your mindset effects your expectations of students and how you interact with colleagues.

Action Step 1 5

Staff will read Mindset by Carol S. Dweck and participate in book study events during the 2015-2016 school year.

Person Responsible

Kerry Chapman

Schedule

Quarterly, from 10/14/2015 to 6/9/2016

Evidence of Completion

participation sign in sheets, agendas, teacher conversations and artifacts

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitoring for fidelity will happen through teacher participation with the selected book activities.

Person Responsible

Kerry Chapman

Schedule

Quarterly, from 11/18/2015 to 6/9/2016

Evidence of Completion

Teacher developed artifacts to share with others as well as conversations during small group sharing, individual reflection questions

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Schedule Book Talk among vertical teams

Person Responsible

Kerry Chapman

Schedule

Quarterly, from 10/14/2015 to 5/27/2016

Evidence of Completion

Teacher discussions in vertical teams, responses to teacher reflection questions

G1.B3.S2 Administration will implement a coaching cycle of support for teachers. 4

 S202916

Strategy Rationale

By providing teachers specific feedback on a weekly basis, administration will help develop supportive relationships with teachers and teachers will be able to improve focus areas such as student accountable talk.

Action Step 1 5

Administration will develop a non-evaluative coaching cycle to support teachers.

Person Responsible

Kerry Chapman

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

weekly coaching schedule, coaching feedback notes to teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monitoring of fidelity will be through the use of coaching feedback notes to teachers.

Person Responsible

Kerry Chapman

Schedule

Weekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

weekly coaching schedule, coaching feedback notes to teachers

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

This process will be monitored by administration through conversations to discuss progress with teachers. Administration will decide on focus teachers and areas to help support. Changes of focus teachers will happen when the need arises during the year.

Person Responsible

Kerry Chapman


Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

administrative conversations to discuss specific teachers and focus areas for each teacher

G1.B4 Time: Lack of adequate time to plan for teachers. 2

 B191439

G1.B4.S1 Provide a designated collaborative planning day and time for grade levels. 4

 S202917

Strategy Rationale

By setting the expectation of a designated day and time for grade level collaborative planning, teachers will know they need to attend and contribute to planning. This designated day will help ensure planning takes place and teachers will not schedule other activities during that time.

Action Step 1 5

Establish a designated day and time for collaborative planning.

Person Responsible

Kerry Chapman

Schedule

Weekly, from 8/19/2015 to 5/27/2016

Evidence of Completion

planning sign in sheets, pre-planning organizers

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will attend weekly collaborative planning sessions with grade level teams.

Person Responsible

Kerry Chapman

Schedule

Weekly, from 9/8/2015 to 5/24/2016

Evidence of Completion

sign in sheets with teachers attending collaborative planning

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration and Resource Teacher will attend collaborative planning sessions

Person Responsible

Kerry Chapman


Schedule

Weekly, from 9/8/2015 to 5/24/2016


Evidence of Completion

Collaborative planning notes, lesson plans

G1.B5 Instructional: Little accountable talk between students throughout content areas 2

 B191440

G1.B5.S1 Increase student accountable talk throughout all content area instruction 4

 S202918

Strategy Rationale

Accountable talk helps increase student engagement and allows students to deepen their understanding of the content. It provides students opportunities to reason and think critically.

Action Step 1 5

Teachers will plan for accountable talk opportunities in lesson plans. Teachers will instruct students on how to have conversations about content.

Person Responsible

Kerry Chapman

Schedule

Weekly, from 8/19/2015 to 6/9/2016

Evidence of Completion

lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will provide support through PLC's as well as coaching feedback during classroom observations

Person Responsible

Kerry Chapman

Schedule

Monthly, from 9/8/2015 to 5/24/2016

Evidence of Completion

sign in sheets for professional development, staff newsletters, coaching notes to teachers

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Classroom observation data will show an increase of student engagement through the use of accountable talk

Person Responsible

Kerry Chapman

Schedule

Weekly, from 9/29/2015 to 5/27/2016

Evidence of Completion

Journey observation data, informal coaching data

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 support to teachers with understanding the Florida Standards	Chapman, Kerry	8/19/2015	Professional Development agendas, meeting dates with district coaches, training dates for teachers to attend district professional development, lesson plan review, weekly collaborative planning support with administration	6/3/2016 weekly
G1.B2.S1.A1	Provide professional development for collaborative planning	Chapman, Kerry	8/19/2015	agendas, sign in sheets for professional development and participation in weekly collaborative planning sessions	5/6/2016 monthly
G1.B2.S2.A1	A member of the leadership team supports teachers by attending weekly collaborative planning sessions.	Chapman, Kerry	8/21/2015	attendance sheets, lesson plans,	5/27/2016 weekly
G1.B3.S1.A1	Staff will read Mindset by Carol S. Dweck and participate in book study	Chapman, Kerry	10/14/2015	participation sign in sheets, agendas, teacher conversations and artifacts	6/9/2016 quarterly

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James W. Sikes Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	events during the 2015- 2016 school year.				
G1.B3.S2.A1	Administration will develop a non-evaluative coaching cycle to support teachers.	Chapman, Kerry	9/8/2015	weekly coaching schedule, coaching feedback notes to teachers	5/27/2016 weekly
G1.B4.S1.A1	Establish a designated day and time for collaborative planning.	Chapman, Kerry	8/19/2015	planning sign in sheets, pre-planning organizers	5/27/2016 weekly
G1.B5.S1.A1	Teachers will plan for accountable talk opportunities in lesson plans. Teachers will instruct students on how to have conversations about content.	Chapman, Kerry	8/19/2015	lesson plans, classroom observations	6/9/2016 weekly
G1.MA1	State and District assessment data, observations during classroom walkthroughs, review of student work samples, review of data, and discussions of progress with teachers during PLC's	Chapman, Kerry	9/1/2015	Lesson plan reviews, Journey observation notes, coaching observation feedback, PLC notes	6/7/2016 monthly
G1.B1.S1.MA1	weekly PLC's Non-evaluative coaching feedback to teachers Classroom walk through observations	Chapman, Kerry	8/25/2014	review of progress monitoring documentation, review of student work samples, lesson plan reviews	6/4/2015 weekly
G1.B1.S1.MA1	Administration facilitates grade level PLC meetings Review of lesson plans Observations during classroom walkthroughs Leadership teams and ESE teachers assists grade levels with lesson planning Administration provides support through district level coaches Teachers attend district level professional development Lead Teachers participate in district meetings to share with colleagues and provide support	Chapman, Kerry	9/2/2014	PLC notes and attendance Classroom observation notes both formal (Journey) as well as non-evaluative coaching notes Instruction Reviews from district level team Lesson plans with Florida Standards Sharing student work samples with grade level	6/4/2015 weekly
G1.B2.S1.MA1	Administration will attend collaborative planning to document implementation of professional development	Chapman, Kerry	9/8/2015	Collaborative Planning notes, observations of classroom instruction, Journey data	5/24/2016 weekly
G1.B2.S1.MA1	Administration will create professional development calendar for support of collaborative planning process	Chapman, Kerry	9/1/2015	agendas for professional development, sign in sheets	6/7/2016 weekly
G1.B3.S1.MA1	Schedule Book Talk among vertical teams	Chapman, Kerry	10/14/2015	Teacher discussions in vertical teams, responses to teacher reflection questions	5/27/2016 quarterly
G1.B3.S1.MA1	Monitoring for fidelity will happen through teacher participation with the selected book activities.	Chapman, Kerry	11/18/2015	Teacher developed artifacts to share with others as well as conversations during small group sharing, individual reflection questions	6/9/2016 quarterly
G1.B4.S1.MA1	Administration and Resource Teacher will attend collaborative planning sessions	Chapman, Kerry	9/8/2015	Collaborative planning notes, lesson plans	5/24/2016 weekly
G1.B4.S1.MA1	Administration will attend weekly collaborative planning sessions with grade level teams.	Chapman, Kerry	9/8/2015	sign in sheets with teachers attending collaborative planning	5/24/2016 weekly
G1.B5.S1.MA1	Classroom observation data will show an increase of student engagement through the use of accountable talk	Chapman, Kerry	9/29/2015	Journey observation data, informal coaching data	5/27/2016 weekly
G1.B5.S1.MA1	Administration will provide support through PLC's as well as coaching feedback during classroom observations	Chapman, Kerry	9/8/2015	sign in sheets for professional development, staff newsletters, coaching notes to teachers	5/24/2016 monthly
G1.B2.S2.MA1	Administration and support staff will meet regularly to discuss the process of collaborative planning for assigned grade levels	Chapman, Kerry	9/8/2015	observation notes during collaborative planning	5/24/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	Attendance sign in during weekly collaborative planning sessions	Chapman, Kerry	9/8/2015	notes taken during planning sessions, regularly scheduled conversations between admin and support staff	5/24/2016 weekly
G1.B3.S2.MA1	This process will be monitored by administration through conversations to discuss progress with teachers. Administration will decide on focus teachers and areas to help support. Changes of focus teachers will happen when the need arises during the year.	Chapman, Kerry	9/8/2015	administrative conversations to discuss specific teachers and focus areas for each teacher	5/27/2016 weekly
G1.B3.S2.MA1	Monitoring of fidelity will be through the use of coaching feedback notes to teachers.	Chapman, Kerry	9/11/2015	weekly coaching schedule, coaching feedback notes to teachers	5/27/2016 weekly

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. By implementing effective core instruction based on Florida Standards and consistent progress monitoring, students will be successful in all grade levels.

G1.B1 Preparation: Lack of teacher preparedness for planning with knowledge of the Florida State Standards.

G1.B1.S1 Provide support for teachers with understanding the Florida Standards and what mastery should look like through student work samples.

PD Opportunity 1

Provide support to teachers with understanding the Florida Standards

Facilitator

Kerry Chapman, Principal; Christy Henry, ELA Lead Teacher, Selina Fontaine, Science Lead Teacher, Cheryl Jacques, Math Lead Teacher

Participants

Classroom teachers

Schedule

Weekly, from 8/19/2015 to 6/3/2016

G1.B3 Attitudes: Lack of teacher receptiveness and flexibility during planning.

G1.B3.S1 During the 2015- 2016 school year, teachers will participate in a book study using Mindset: The New Psychology of Success by Carol S. Dweck.

PD Opportunity 1

Staff will read Mindset by Carol S. Dweck and participate in book study events during the 2015- 2016 school year.

Facilitator

Kerry Chapman, Principal; Dorothy Ewing, Assistant Principal; Christy Henry, ELA Lead Teacher; Selina Fontaine, Science Lead Teacher; Cheryl Jacques, Math Lead Teacher

Participants

Classroom Teachers

Schedule

Quarterly, from 10/14/2015 to 6/9/2016

G1.B5 Instructional: Little accountable talk between students throughout content areas

G1.B5.S1 Increase student accountable talk throughout all content area instruction

PD Opportunity 1

Teachers will plan for accountable talk opportunities in lesson plans. Teachers will instruct students on how to have conversations about content.

Facilitator

Kerry Chapman, Principal; Dorothy Ewing, Assistant Principal;

Participants

classroom teachers

Schedule

Weekly, from 8/19/2015 to 6/9/2016

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	Provide support to teachers with understanding the Florida Standards				\$0.00
2	G1.B2.S1.A1	Provide professional development for collaborative planning				\$0.00
3	G1.B2.S2.A1	A member of the leadership team supports teachers by attending weekly collaborative planning sessions.				\$0.00
4	G1.B3.S1.A1	Staff will read Mindset by Carol S. Dweck and participate in book study events during the 2015- 2016 school year.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1821 - James W. Sikes Elementary Schl	Other		\$0.00
			Notes: Purchase paperback books for teachers Mindset by Carol S. Dweck			
5	G1.B3.S2.A1	Administration will develop a non-evaluative coaching cycle to support teachers.				\$0.00
6	G1.B4.S1.A1	Establish a designated day and time for collaborative planning.				\$0.00
7	G1.B5.S1.A1	Teachers will plan for accountable talk opportunities in lesson plans. Teachers will instruct students on how to have conversations about content.				\$0.00
Total:						\$0.00