

Polk County Public Schools

Spessard L Holland Elementary



2015-16 School Improvement Plan

Spessard L Holland Elementary

2342 EF GRIFFIN RD, Bartow, FL 33830

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

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | No | 44% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 46% |

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 Spessard L. Holland Elementary is to provide high quality education for all students.

Provide the school's vision statement

Every Spessard L. Holland Elementary student will leave fifth grade ready to succeed in middle school with no remediation needed at the next level.

School Environment

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

At Spessard L. Holland Elementary the school reviews demographic data on students. Parent, student and teacher communication takes place with phone conversations, face to face conversations, and family nights at the school. The students' cultures are celebrated and studied with multicultural units presented in reading and social studies, with special family involvement activities, and class projects. Parents are guests during the Great American Teach In discussing background, culture and careers.

Building relationships between teachers and students is key at Spessard L. Holland Elementary. To do this, our teachers greet each child at the door, have conversations with them, and do interest surveys. Both administrators are on duty and highly visible on campus, especially at arrival and dismissal times. Administrators are in classrooms daily and talk with the children. An atmosphere of respect is pervasive on the school campus. Relationships of care and trust are cultivated in every classroom. Positive notes and calls to parents are made frequently.

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

Spessard L. Holland Elementary creates an environment where students feel safe and respected before, during, and after school by building a culture and climate that promotes a sense of safety and order. Strong adult presence is prevalent in the halls, the court yard, the cafeteria, the bus and car area in the morning and afternoon. The development of social skills, character education, and respect is promoted in all classrooms. School expectations are consistently enforced and rewarded with all students being treated in an equitable manner at all times.

At Spessard L. Holland Elementary, the administration firmly believes that students, parents, and the faculty and staff are a part of the learning community. In order to create a positive environment based on mutual respect within the school, implementation of book studies with "How Full is Your Bucket," and the FISH! Philosophy take place with teachers and students ensuring a positive environment.. Harry Wong's book and philosophy is studied and implemented school-wide with teachers encouraging respect and relationship building.

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

Spessard L. Holland is a Positive Behavior Supports (PBS) school. "PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options." (Taken from http://flpbs.fmhi.usf.edu/whatispbs_def.cfm) Training is given to faculty and staff in the implementation of PBS throughout the year. Students participate in antibullying curriculum provided by the Polk County School District, and the schoolwide GATOR Expectations are taught and enforced daily. Positive praise and feedback with consistent language is used on campus by all stakeholders.

School-Wide Gator Expectations

Give my best

* tries to do all tasks well *

Act safe

* conscience of safe and appropriate conduct *

Take responsibility

* accountable for one's actions; dependable *

Own a positive attitude

* expresses or promotes good feelings *

Respect myself and others

* regards the worth of someone or something *

Positive Promotions Used at Spessard L. Holland Elementary

•In class rewards

GATOR Store - Students earn points to spend at the Gator Store.

•GATOR Day - PBS Celebration School Wide – Every nine weeks all students earning sufficient points

•Weekly Rewards: Treasure box, Stickers, Computer Time

•GATOR Charts – Gators are to be earned and given to the entire class as a group for good behavior. Examples may include standing quietly in the hallway, good manners used at lunch by the class or doing a great job in specials. Classes who fill a GATOR Chart will be announced on the closed circuit television program and will receive a treat at the end of the month from PTA. Teachers are encouraged to give gators when out and about.

•GATOR Tickets – Tickets are used for individual rewards recognizing good citizenship, good manners, hard worker and special helper. The tickets are in duplicates and one goes home with the student. The other ticket is placed in the GATOR Basket in the media center. Every Friday, a Fabulous Friday Ticket Drawing takes place on Gator News Network (GNN). Students whose names are called receive a prize. All staff members can give out GATOR Tickets.

•GATOR Student of the Month – Parent Teacher Association (PTA) awards one student per month per class the distinct honor of "Proud Gator". A "Proud Gator" t-shirt is given to the winners and they wear it as a part of the school uniform.

Behavior interventions for disruptive students used at Spessard L. Holland Elementary include:

•Clear communication with students and parents concerning behaviors

•Time out in another classroom to stop, think, and regroup

•Anecdotal notes for Multi Tiered System of Supports (MTSS) Team

•Monthly MTSS meetings discussing students with behavior issues and developing a behavior intervention plan take place individually based on student needs.

•Referrals will be done on the computer and sent electronically as a last resort. Time will not be taken away from classroom instruction.

•The dean or administrators will go to the student to problem solve. As a last resort, the student will be removed to the office area.

Severe Disruptions

•Dealt with immediately by administrator

- This is a daily discipline plan and issues or incidents should not be carried over from previous days. Remember – Tomorrow is a new day, and students should walk in the door with a fresh start.
- Zero Tolerance & Immediate Office Referral for weapons, fighting, abusive language or conduct directed at staff, tobacco or drugs, arson, alleged sexual harassment, and false alarm.

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

Guidance services are provided by a certified guidance counselor housed on campus. She presents classroom lessons on conflict resolution, social skills, and bullying. Guidance sets up social skills groups, anger management classes, and assists when teaching of antibullying lessons take place. Specific needs such as grief counseling, divorce, and suicide are dealt with one-on-one. A threat assessment is given when students demonstrate an indication of harm to self or others. Fourth and fifth grade students are provided health classes each spring with a nurse with lessons pertaining to social-emotional health. Internet safety classes are also provided annually. Resources are available for parents who need or request them. Parent workshop in bullying is given annually by our school psychologists. At risks boys in fifth grade are involve in the Men to Read mentorship program. Students identified by the early warning system are assigned a mentor on campus to ensure that a check in/check out system is in place with a contract to help meet students' needs. Mental health counseling is provided by a highly qualified therapist employed by Winter Haven Hospital. Regularly scheduled sessions take place weekly and with documentation.

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 goal of the early warning system at Spessard L. Holland Elementary is to identify and address student barriers hindering success in school. The system uses the following indicators:
 Students absent 10% or more of the days enrolled.
 Students who have received more than 3 days of ISS/OSS.
 Students who score a Level 1 on the statewide assessment in Reading or math.
 Course failure in language arts or math.

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 | 3 | 4 | 5 | |
| Attendance below 90 percent | 2 | 2 | 0 | 2 | 6 |
| One or more suspensions | 0 | 0 | 1 | 0 | 1 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

Intervention strategies employed by Spessard L. Holland Elementary to improve academic performance of students identified by the early warning system:

- MTSS Team Meeting for attendance, behavior, and academics
- Use student contracts in an effort to building self-esteem and self confidence
- Attendance conferences, contracts, and hearings with a parent and social worker
- Reward attendance weekly and monthly
- Teacher conferences and phone calls after three missed days of school
- Teacher phone calls after three days of absence
- Attendance letter after five days of absence mailed to parent
- Doctor's note required after ten days of absences
- Conflict resolution
- Anger management small groups with guidance counselor
- Progressive discipline
- Behavior contracts and rewards
- Immediate Intensive Intervention in academics and behavior

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

Spessard L. Holland works at building positive relationships with families using the following methods:

1. Daily communication in students' agendas
2. Bi-monthly PTA meetings
3. Back to School and Parent Orientation Nights
4. School Messenger Phone Calls are used to communicate important events
5. Parent and schoolwide emails (List Serve) are sent to communicate important events
6. Parent/Teacher Conferences
7. Open Door policy throughout the campus
8. Volunteer orientation, training, and implementation program
9. Chorus, Gator News Network, Robotics, Tivits, Chess, Bricks for Kids club and tournament with parent participation
10. Family Library Nights
11. Parent workshops on bullying, Florida State Standards Assessments, how to helping students with homework, writing night, Accelerated Reader, Reflex, and online resources for parents
12. The school website highlights the mission, vision, and school events.
13. The school bochure communicates specific information on the school.

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

Spessard L. Holland Elementary builds and sustains partnerships with the community by joining the Bartow Chamber of Commerce, applying for grants, personal contact with businesses, and maintaining a clear vision with community stakeholders. Partnerships are developed with community stakeholders as they serve on the School Advisory Council. Students and teachers participate in community events such as local parades, essay writing contests, art shows and contests, participating in music events, Men to Read, Gift of Reading Program through Mid Florida Bank, tutors through Americorp and with local colleges supporting intern students. Letter of thanks are always sent to support partnerships.

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 |
|------------------|---------------------|
| Butler, Melody | Principal |
| Cress, Tammy | Assistant Principal |
| Johnson, Kathryn | Guidance Counselor |
| Jeske, Ross | Dean |

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 leadership team meet weekly to discuss the school's culture, instructional focus, professional development initiatives, and instructional reviews.

The team's responsibilities are:

Monitoring achievement through data analysis of the grade level and school.

Coaching of faculty and giving professional development as needed.

Participation in collaborative planning with grade level teams.

Implementation of the Florida State Standards with learning objectives.

Monitoring of the alignment of learning objectives for grade-level using the Florida Standards in Moodle.

Monitoring of the alignment of learning objectives to the specified timeline/scope and sequence in Moodle.

Assists the teams when problem solving, making decisions, and communicating with faculty/staff

Facilitates social programs and violence prevention

Monitoring collaborative planning and attending weekly sessions.

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 process used for the school leadership team to identify and align available resources:

1. Planning - The leadership team makes decisions using strategic thinking about where the school

wants to go and uses available resources to achieve its goals. The ways, means and end gives the school stakeholders a sense of direction, a framework and purpose for working towards the desired student outcomes.

2. Organizing - In this stage of the process, policies and procedures are developed as well as responsibilities that will be undertaken by the various stakeholders in the school. Funds and resources are coordinated and budgeted to make sure they are used in an effort to make the highest impact on student achievement. The plan is organized in this stage.

3. Leading - The leading stage is where the school leadership facilitates and collaborates the plan that has been set in place. At this stage, things get done to meet the needs of all students.

4. Monitoring - At this stage, the school leadership looks at the plan and compares what was expected to what actually happened. This might be done through classroom walk throughs if the resources is personnel or a weekly budget and spending review if it is financial.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Tammy Cress | Education Support Employee |
| Jane Adkins | Business/Community |
| Amanda Gay | Parent |
| Andrea Childress | Education Support Employee |
| Elizabeth Serdynski | Parent |
| Jared Howard | Parent |
| Kathy Astacio | Business/Community |
| Kristi Beasley | Parent |
| Samantha Garrison | Parent |
| Christa Vaughn | Teacher |
| Tiffany Bilbrey | Parent |
| Lori Morrison | Business/Community |
| Freddie Douglas | Business/Community |
| Officer Saunders | Business/Community |

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 Advisory Council (SAC) assisted in the preparation, implementation, review, and evaluation of the School Improvement Plan for the 2014-2015 school year. The Council made recommendations and assisted the school administration in all areas of the budget and use to align with the school improvement.

Development of this school improvement plan

The SAC members meet to assist in the preparation, implementation, and evaluation of the School Improvement Plan. Upon completion, the Council will make recommendations and assist administration in all areas of school improvement. These functions will be performed through

participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

Preparation of the school's annual budget and plan

The SAC will approve all lottery funds spending and give suggestion for the annual budget in relation to the School Improvement Plan.

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

The funds allocated for the 2014-2015 school year were designated to provide professional development for teachers, curriculum, and support for students. Reflex, a computer software program for math fact literacy, was purchased and found to be successful. A site license for Reflex for the 2015-2016 school year has been planned and approved. Accelerated Reader (AR) was purchased last year at the school level due to district budget cuts. Classroom libraries were purchased for the Science, Technology, Engineering, Art and Science classes aligning with the Florida Standards. Reflective journals were purchased for use during collaborative planning and professional development meetings.

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

NA

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|----------------|---------------------|
| Butler, Melody | Principal |
| Cress, Tammy | Assistant Principal |
| | Psychologist |
| Hippeli, Adam | Teacher, K-12 |
| Willis, Kacy | Teacher, K-12 |
| Burns, Kaitlyn | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) promotes language arts, math, and science literacy within the school by analyzing data to guide planning and professional development according to the needs of students. It also assists with teacher planning and Professional Learning Communities (PLCs), participates in new teacher development plans, and meets with the principal to bring needs to the forefront. Each teacher leader is assigned a subject area: Adam Hippeli - Math, Kacy Willis- ELA, and Kaitlyn Burns - Science. The three teacher leaders attend subject area district trainings and bring the information back to the staff to allow for immediate implementation.

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

Strategies to encourage positive working relationships between teachers include:

1. Grade levels are given a common plan time to allow for collaborative planning. Wednesdays are set aside for collaborative planning and Thursdays are set aside for PLCs.
2. Collaborative discussions are provided among staff to allow for clarification of ideas and evaluation of ideas.
3. Observation of peers
4. Creation of team plans with day by day plans to meet the individual differences of students.
5. Group celebrations and recognition for those going above and beyond
6. Grade level data analysis to determine student needs
7. PLC for new teachers
8. Tiered professional teams for those with the same needs
9. Instructional review classroom visits with teachers going to other grade levels to discuss, identify and plan for common weaknesses, and celebrating common strengths.

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

1. Jobs are posted on the Polk County School Board employment website to create an equitable pool of applicants.
2. A diverse interview team interviews highly qualified candidates and makes hiring decisions as a group.
3. After being hired, teachers are given a new teacher orientation.
4. PLCs grouping for new teachers are conducted
5. Mentors are provided for new teachers
6. Quarterly interviews with new teachers along with weekly classroom walk throughs with feedback.
7. District relocating reimbursements are provided for new teachers from out of state
9. Professional growth and leadership opportunities are provided for new teachers
10. Grade levels meet to collaboratively plan lessons
11. The administration seeks teacher feedback and shared decision making with staff
12. When openings are noted, the administration reaches out to support people to find highly qualified applicants to increase diversity.

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

Mentor teachers must be highly qualified to mentor a new teacher at Spessard L. Holland Elementary. In order to mentor a new teacher, mentors must complete a Clinical Education or FLIGHT training class with the district obtaining certification. Mentors and new teachers are paired based on model teacher status. Mentor teachers meet with their mentees bi-weekly and make themselves available for questions and advice. New teachers are given the opportunities to observe in mentor's classroom, ask questions, and have reflective conversations on best practices observed.

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

All instructional materials are aligned with the Florida standards. This is ensured through district and school partnerships in purchasing materials. Materials and instructional programs are purchased

based on their alignment to the Florida Standards. The literacy team checks for compliance before any purchase is made. Monitoring of the materials used takes place during classroom walkthroughs and observations. District Moodle and CPALMS are used when planning with the Florida State Standards driving the instruction. Lesson plans are checked weekly to ensure alignment.

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

Differentiation must be shown in lesson plans. An example of how instruction is modified is by grouping of students based on data for specific skills and concepts. The groups are created and adjusted based on current data of formative and summative assessments. Students who need more instruction on certain standards and skills are grouped together with instruction geared toward their needs. Instruction is modified based on the Level of Cognitive Complexity within the Florida Standards. If the current level of complexity within standards are mastered, the complexity level is moved to strategic thinking and reasoning or extended thinking to ensure that differentiation meets the needs of the proficient, advanced and lower level students.

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: Summer Program

Minutes added to school year: 10,800

The Summer Power Up Program provided six weeks of additional instruction for students in the area of reading.

Strategy Rationale

Students were invited to attend the Summer Power Up program based on their academic need determined by ELA progress monitoring scores on IBTP. Scores falling within the range of 16%-45% on the progress monitoring for ELA in the spring were invited to attend Summer Power Up at Stephens Elementary. The focus was on reading with highly qualified teachers provided in each class with a class size cap of fifteen. The program was free of charge to students attending. Breakfast and lunch were also provided free of charge.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Butler, Melody, melody.butler@polk-fl.net

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

The data will be collected at the end of the school year comparing the success of those attending summer camp to the prior year.

Strategy: Extended School Day

Minutes added to school year: 240

Afterschool

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 240

The after school Reflex computer based instruction is used to increase math fact fluency impacting student achievement math.

Strategy Rationale

Students who have mastered their math facts can easily solve higher level skills in math.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Cress, Tammy, tammy.cress@polk-fl.net

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

Reflex weekly reports on fluency of facts

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

All kindergarten students are assessed using Florida Kindergarten Readiness test (FLKRS) and the unit assessment given in Reading Wonders. These tools are used to measure the progress of foundational reading skills. These assessments are completed within the first 30 days of school. Spessard L. Holland Elementary will test all current kindergarten students. Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental

instruction is needed for small groups and/or individual students. Core academic and social instruction will be provided by the teacher. Supplemental instruction may also be provided by the teacher, paraprofessional or support staff member.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers plan rigorous instructional lessons based on the Florida Standards, then students will increase proficiency on the annual statewide assessments, district and teacher created assessments in all content areas.
- G2.** If teachers implement inquiry-based lessons in math and science, and in reading, gradual release lessons using varied text with appropriate cognitive complexity and authentic writing in all disciplines, then students will increase proficiency on the annual statewide assessments in all content areas.

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. If teachers plan rigorous instructional lessons based on the Florida Standards, then students will increase proficiency on the annual statewide assessments, district and teacher created assessments in all content areas. 1a

G073284

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 55.0 |
| AMO Reading - All Students | |
| FSA Mathematics - Achievement | 63.0 |
| FCAT 2.0 Science Proficiency | 56.0 |

Resources Available to Support the Goal 2

- Language Arts Florida Standards, Mathematics Florida Standards, Next Generation Sunshine State Science Standards, Next Generation Sunshine State Social Studies Standards, FSA Test Items Specifications, Progress Monitoring Assessments, MTSS, CPALMS Formative Assessments, Moodle Resources, Polk County Schools Learning Maps, Ten Marks, and LearnZillion

Targeted Barriers to Achieving the Goal 3

- There are varying levels of understanding with the depth and complexity of the Florida Standards

Plan to Monitor Progress Toward G1. 8

Observation Data, lesson plans, and interim reports/report cards.

Person Responsible

Melody Butler

Schedule

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

Evidence of Completion

Weekly PLC/common planning meetings, data meetings, observation data, and lesson plan documentation, will display evidences of both staff and student growth.

G2. If teachers implement inquiry-based lessons in math and science, and in reading, gradual release lessons using varied text with appropriate cognitive complexity and authentic writing in all disciplines, then students will increase proficiency on the annual statewide assessments in all content areas. 1a

G073285

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | |
| AMO Math - All Students | |
| FCAT 2.0 Science Proficiency | 56.0 |

Resources Available to Support the Goal 2

- Language Arts Florida Standards, Mathematics Florida Standards, Next Generation Sunshine State Science Standards, Next Generation Sunshine State Social Studies Standards, FSA Test Items Specifications, Progress Monitoring Assessments, MTSS

Targeted Barriers to Achieving the Goal 3

- Implementation of inquiry based lessons is difficult when students lack the basic skills needed.

Plan to Monitor Progress Toward G2. 8

Florida State Assessments, Formative and Summative Assessments in math and science

Person Responsible

Melody Butler

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Students will make gains in tested content areas by the end of year as measured by teacher and district created assessments as well as the Florida State Assessment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers plan rigorous instructional lessons based on the Florida Standards, then students will increase proficiency on the annual statewide assessments, district and teacher created assessments in all content areas. **1**

 G073284

G1.B2 There are varying levels of understanding with the depth and complexity of the Florida Standards **2**

 B191479

G1.B2.S1 Teachers will participate in collaborative planning and PLCs with their grade level teams twice each week to plan for instruction that is aligned to the Florida Standards and to meet the level of complexity required in lessons. **4**

 S202956

Strategy Rationale

Collaborative planning will assist teachers in better understanding the implementation of the Florida Standards and the complexity levels associated with the standards.

Action Step 1 **5**

Teachers will participate in collaborative planning with their grade level teams weekly to plan for instruction that is aligned to the Florida Standards and to meet the level of complexity required in lessons.

Person Responsible

Melody Butler

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans will be monitored for implementation of the Florida Standards and the levels of cognitive complexity. The administrative team will monitor implementation of rigorous instruction during observations and will provide feedback to teachers.

Action Step 2 5

Teachers will receive professional development on collaborative planning and Florida Standards implementation with cognitive complexity levels.

Person Responsible

Tammy Cress

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observation of collaborative planning sessions and lesson plan review.

Action Step 3 5

The backward planning design guide will be implemented with collaborative planning demonstration of transfer of knowledge from professional development.

Person Responsible

Tammy Cress

Schedule

Monthly, from 9/24/2015 to 6/9/2016

Evidence of Completion

Backward Planning Lesson Planning Guide will be collected from each grade level after collaborative planning.

Action Step 4 5

The administrative team will monitor instruction through classroom observations that focus on the Florida Standards and the levels of complexity required. Coaching and feedback will be provided to teachers giving suggestions for improvement.

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom observations, lesson plan review, coaching sessions with teachers

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

Review of lesson plans, classroom walkthroughs and observations, and administrative coaching feedback and conferences

Person Responsible

Melody Butler

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Documentation on Journey, email, and lesson plan review notebook and coaching notes and journals

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

FAIR data, and science, math and reading unit assessment data will be used for progress monitoring. The data will drive instructional decisions with groups being adjusted as needed to form small groups and differentiate instruction for students in math and reading.

Person Responsible

Melody Butler

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans for iii groups, FAIR data, and math and reading unit assessment data will be used to monitor for effectiveness.

G2. If teachers implement inquiry-based lessons in math and science, and in reading, gradual release lessons using varied text with appropriate cognitive complexity and authentic writing in all disciplines, then students will increase proficiency on the annual statewide assessments in all content areas. 1

G073285

G2.B1 Implementation of inquiry based lessons is difficult when students lack the basic skills needed. 2

B191481

G2.B1.S1 Teachers will receive professional development on strategies for implementing inquiry based 5E lessons in math and science. 4

S202960

Strategy Rationale

When teachers are confident with strategies for implementing inquiry based lessons in math and science, students will gain confidence and grow in their ability to master the standards through inquiry based lessons.

Action Step 1 5

The leadership team will coordinate professional development in 5E lesson planning, provide examples, and provide coaching and feedback to staff.

Person Responsible

Melody Butler

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plan reviews and observation of 5E lessons in math and science

Action Step 2 5

The district math coach will provide professional development in the implementation of 5E lesson planning and inquiry based teaching methods.

Person Responsible

Tammy Cress

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The coach will collect formative assessments data and have data chats with the teachers concerning the outcomes to monitor the implementation of 5E lesson planning.

Action Step 3 5

Collaborative planning will take place weekly with grade level teams in math and science.

Person Responsible

Tammy Cress

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plan reviews and observation of 5E lessons in math and science. Administration will also join the collaborative planning groups to monitor implementation.

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

Monthly lesson plan reviews with feedback and progress monitoring data will be used to monitor for fidelity.

Person Responsible

Tammy Cress

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plan review feedback and classroom observations of 5E inquiry based lessons. Progress monitoring data.

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

Classroom walk throughs and observations will be used to monitor for implementation of 5E lessons in math and science.

Person Responsible

Tammy Cress

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data meetings, observation data from walk throughs, informal, and formal observations, and lesson plan documentation will display evidences of both staff and student growth.

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.B2.S1.A1 | Teachers will participate in collaborative planning with their grade level teams weekly to plan for instruction that is aligned to the Florida Standards and to meet the level of complexity required in lessons. | Butler, Melody | 8/24/2015 | Lesson plans will be monitored for implementation of the Florida Standards and the levels of cognitive complexity. The administrative team will monitor implementation of rigorous instruction during observations and will provide feedback to teachers. | 6/9/2016 weekly |
| G2.B1.S1.A1 | The leadership team will coordinate professional development in 5E lesson planning, provide examples, and provide coaching and feedback to staff. | Butler, Melody | 8/24/2015 | Lesson plan reviews and observation of 5E lessons in math and science | 6/9/2016 monthly |
| G1.B2.S1.A2 | Teachers will receive professional development on collaborative planning and Florida Standards implementation with cognitive complexity levels. | Cress, Tammy | 8/24/2015 | Observation of collaborative planning sessions and lesson plan review. | 6/9/2016 weekly |
| G2.B1.S1.A2 | The district math coach will provide professional development in the implementation of 5E lesson planning and inquiry based teaching methods. | Cress, Tammy | 8/24/2015 | The coach will collect formative assessments data and have data chats with the teachers concerning the outcomes to monitor the implementation of 5E lesson planning. | 6/9/2016 biweekly |
| G1.B2.S1.A3 | The backward planning design guide will be implemented with collaborative planning demonstration of transfer of knowledge from professional development. | Cress, Tammy | 9/24/2015 | Backward Planning Lesson Planning Guide will be collected from each grade level after collaborative planning. | 6/9/2016 monthly |
| G2.B1.S1.A3 | Collaborative planning will take place weekly with grade level teams in math and science. | Cress, Tammy | 8/24/2015 | Lesson plan reviews and observation of 5E lessons in math and science. Administration will also join the collaborative planning groups to monitor implementation. | 6/9/2016 weekly |
| G1.B2.S1.A4 | The administrative team will monitor instruction through classroom observations that focus on the Florida Standards and the levels of complexity required. Coaching and feedback will be provided to teachers giving suggestions for improvement. | | 8/24/2015 | Classroom observations, lesson plan review, coaching sessions with teachers | 6/9/2016 weekly |
| G1.MA1 | Observation Data, lesson plans, and interim reports/report cards. | Butler, Melody | 8/18/2014 | Weekly PLC/common planning meetings, data meetings, observation data, and lesson plan documentation, will display evidences of both staff and student growth. | 6/4/2015 quarterly |
| G1.B2.S1.MA1 | FAIR data, and science, math and reading unit assessment data will be used for progress monitoring. The data will drive instructional decisions with groups being adjusted as needed to form small groups and differentiate instruction for students in math and reading. | Butler, Melody | 8/24/2015 | Lesson Plans for iii groups, FAIR data, and math and reading unit assessment data will be used to monitor for effectiveness. | 6/9/2016 monthly |
| G1.B2.S1.MA1 | Review of lesson plans, classroom walkthroughs and observations, and administrative coaching feedback and conferences | Butler, Melody | 8/24/2015 | Documentation on Journey, email, and lesson plan review notebook and coaching notes and journals | 6/9/2016 monthly |
| G2.MA1 | Florida State Assessments, Formative and Summative Assessments in math and science | Butler, Melody | 8/24/2015 | Students will make gains in tested content areas by the end of year as measured by teacher and district created assessments as well as the Florida State Assessment. | 6/9/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|--------------|-------------------------------|--|--------------------|
| G2.B1.S1.MA1 | Classroom walk throughs and observations will be used to monitor for implementation of 5E lessons in math and science. | Cress, Tammy | 8/24/2015 | Data meetings, observaton data from walk throughs, informal, and formal observations, and lesson plan documentation will display evidences of both staff and student growth. | 6/9/2016 weekly |
| G2.B1.S1.MA1 | Monthly lesson plan reviews with feedback and progress monitoring data will be used to monitor for fidelity. | Cress, Tammy | 8/24/2015 | Lesson plan review feedback and classroom observations of 5E inquiry based lessons. Progress moniotroing data. | 6/9/2016 monthly |

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. If teachers plan rigorous instructional lessons based on the Florida Standards, then students will increase proficiency on the annual statewide assessments, district and teacher created assessments in all content areas.

G1.B2 There are varying levels of understanding with the depth and complexity of the Florida Standards

G1.B2.S1 Teachers will participate in collaborative planning and PLCs with their grade level teams twice each week to plan for instruction that is aligned to the Florida Standards and to meet the level of complexity required in lessons.

PD Opportunity 1

Teachers will participate in collaborative planning with their grade level teams weekly to plan for instruction that is aligned to the Florida Standards and to meet the level of complexity required in lessons.

Facilitator

Tammy Cress, Melody Butler

Participants

K-5 Teaching Staff

Schedule

Weekly, from 8/24/2015 to 6/9/2016

PD Opportunity 2

The backward planning design guide will be implemented with collaborative planning demonstration of transfer of knowledge from professional development.

Facilitator

Melody Butler

Participants

Instructional Staff

Schedule

Monthly, from 9/24/2015 to 6/9/2016

G2. If teachers implement inquiry-based lessons in math and science, and in reading, gradual release lessons using varied text with appropriate cognitive complexity and authentic writing in all disciplines, then students will increase proficiency on the annual statewide assessments in all content areas.

G2.B1 Implementation of inquiry based lessons is difficult when students lack the basic skills needed.

G2.B1.S1 Teachers will receive professional development on strategies for implementing inquiry based 5E lessons in math and science.

PD Opportunity 1

The leadership team will coordinate professional development in 5E lesson planning, provide examples, and provide coaching and feedback to staff.

Facilitator

Melody Butler and Tammy Cress

Participants

Instructional staff - Grades K-5

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

G1. If teachers plan rigorous instructional lessons based on the Florida Standards, then students will increase proficiency on the annual statewide assessments, district and teacher created assessments in all content areas.

G1.B2 There are varying levels of understanding with the depth and complexity of the Florida Standards

G1.B2.S1 Teachers will participate in collaborative planning and PLCs with their grade level teams twice each week to plan for instruction that is aligned to the Florida Standards and to meet the level of complexity required in lessons.

PD Opportunity 1

Teachers will receive professional development on collaborative planning and Florida Standards implementation with cognitive complexity levels.

Facilitator

Tammy Cress, Melody Butler

Participants

K-5 Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Budget

| Budget Data | | | |
|--------------------|-------------|---|--------|
| 1 | G1.B2.S1.A1 | Teachers will participate in collaborative planning with their grade level teams weekly to plan for instruction that is aligned to the Florida Standards and to meet the level of complexity required in lessons. | \$0.00 |
| 2 | G1.B2.S1.A2 | Teachers will receive professional development on collaborative planning and Florida Standards implementation with cognitive complexity levels. | \$0.00 |
| 3 | G1.B2.S1.A3 | The backward planning design guide will be implemented with collaborative planning demonstration of transfer of knowledge from professional development. | \$0.00 |
| 4 | G1.B2.S1.A4 | The administrative team will monitor instruction through classroom observations that focus on the Florida Standards and the levels of complexity required. Coaching and feedback will be provided to teachers giving suggestions for improvement. | \$0.00 |
| 5 | G2.B1.S1.A1 | The leadership team will coordinate professional development in 5E lesson planning, provide examples, and provide coaching and feedback to staff. | \$0.00 |
| 6 | G2.B1.S1.A2 | The district math coach will provide professional development in the implementation of 5E lesson planning and inquiry based teaching methods. | \$0.00 |

Budget Data

| | | | |
|---------------|-------------|---|---------------|
| 7 | G2.B1.S1.A3 | Collaborative planning will take place weekly with grade level teams in math and science. | \$0.00 |
| Total: | | | \$0.00 |