

Polk County Public Schools

# Sleepy Hill Elementary School



2015-16 School Improvement Plan

## Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

[http:// schools.polk-fl.net/shes](http://schools.polk-fl.net/shes)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	69%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	68%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

As Explorers at Sleepy Hill Elementary, we will implement district curriculum to prepare all students to be full participants in the global community of the future. We will show respect, display healthy attitudes, explore responsibly, and always put safety first.

##### **Provide the school's vision statement**

At Sleepy Hill Elementary, it is our vision that a rigorous, relevant curriculum, enhanced by technology that will assure our students achieve skills necessary to succeed academically and become life-long learners. Consistent integration of technology throughout the academic day will promote our students to become self guided explorers of the vast amounts of information available at their fingertips. We will unite parents, faculty and community members to establish an atmosphere of mutual acceptance, ongoing interest in high levels of academic achievement, and a sense of community for all. The realization of this vision will allow our learning community to interface with technology for a more fulfilling exploration of their global world.

#### School Environment

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

Sleepy Hill Elementary School offers a Dual Language Program in which both English speaking students and Spanish speaking students can participate. The purpose of the Dual Language Program is promote cultural awareness and language proficiency. Sleep Hill currently employs five bilingual teachers and two bilingual ESOL paraeducators which enable us to develop relationships with the students and their families.

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

Sleepy Hill Elementary School uses a school-wide positive behavioral support system in which positive support procedures are intended for all students and staff across the campus. The aim of this program is to create an environment that supports and reinforces positive behavior, which will lead to more effective time on task. Our school wide expectations are: show respect, healthy attitude, explore responsibly, and safety always.

##### **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**

Sleepy Hill reinforces positive behavior by offering a reward system for students. Students can earn ten points per day for following the schoowide expectations. Expectations are taught to all students during the first week of school and are reinforced throughout the school year. Training for this program is conducted during the pre-planning week with all staff members prior to students returning to school.



**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**

On site we have a school psychologist and a guidance counselor. In addition, we also have a social worker that specializes in bullying. These individuals, along with the administrative team mentor students throughout the school year. The guidance counselor also works with specific students on social skills and provides counseling with designated students. The district also provides mental health counseling and assistance with behavior analysts as needed.

**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**

Sleepy Hill Elementary's leadership team accesses and discusses the Early Warning Bulletin sent out by the district each month. The indicators that we look at are for students that are absent 10% or more of the days enrolled, over-age 2 or more years for the grade level, one or more suspensions, and students who have scored a Level 1 on the statewide, standardized assessments.

**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
	2	3	4	5	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	3	1	1	0	5
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	23

*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**

The Multi-Tiered System of Supports team meets regularly to discuss and plan for students that are identified by the early warning system. These students' data is monitored regularly at the MTSS meetings. Students that are identified by the early warning system for academics are given Tier 2 support and possible Tier 3. In addition, all students are receiving an extra hour of reading per day.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191552>.

**Description**

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

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

Sleepy Hill Elementary encourages partnerships with all stakeholders. The School Advisory Council welcomes parents, business partners and community members to participate in helping to develop and monitor the School Improvement Plan. The Parent Teacher Organization works to create capacity building activities which encourage parents to become involved in their child's education. Sleepy Hill Elementary also actively seeks partnerships with local businesses to gain support and resources that will enhance the educational opportunities for student achievement.

**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
Durrance, Melissa	Principal
Irace, Karen	Assistant Principal
Walton, Melissa	Psychologist
Rudd, Lori	Teacher, K-12
Norquist, Brenda	Teacher, K-12
Jurnigan, Lacey	Instructional Coach

**Duties**

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

Leadership team meets weekly to analyze school data and use the information to drive decision making. Data comes from a variety of sources, including progress monitoring data and observations. The principal and assistant principal are primarily responsible for conducting daily classroom walk-throughs. Information from the walk-throughs are used to determine the professional development needed to build capacity within the teachers. Ms. Norquist serve as Reading Interventionists whose primary responsibility is to provide targeted interventions to struggling students using research based strategies. Ms. Rudd is the math coach and her responsibility is to provide the professional development and coaching needed to increase both teacher capacity and student achievement in the area of math. Ms. Jurnigan is the reading coach and her responsibility is to provide the professional development and coaching needed to increase both teacher capacity and student achievement in the area of English Language Arts. Ms. Walton is responsible for gathering and disaggregating school data, especially, identifying and monitoring the bottom 25% to ensure they are making progress.

**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**

All instruction and resources are designed to support the teaching of the Florida Standards. The district has created learning maps that outline a pathway in which to teach the standards. Collaborative planning in both reading and math is conducted weekly during which teachers unpack the standards through a process provided by the Dana Center. All resources must align with the Florida Standards. A process of collegial inquiry is used to determine what additional resources may be used, other than the ones provided by the district. This process occurs during the leadership meetings.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Brenda Norquist	Teacher
Melissa Durrance	Principal
Karen Irace	Principal
Mark Winchester	Business/Community
Melissa Walton	Education Support Employee
Casey Norquist	Parent
Marielys Garcia	Education Support Employee
Nellie Ocasio	Teacher
	Student
Carelton Pickett	Parent
Rosa Solis	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 SAC reviews the prior year's plan, testing data, and AMO goals for the current school year to evaluate goals and strategies. Suggestions are reviewed and added when appropriate.

*Development of this school improvement plan*

The SAC determines school improvement priorities, assists in the writing of and publicizes the school improvement plan, supports school improvement plan implementation and evaluates the school improvement plan. The committee revisits the plan throughout the year at each meeting to discuss if progress is being made toward the goals.

*Preparation of the school's annual budget and plan*

The SAC decides on expenditure of district lottery funds, school recognition funds, and reviews the school's Title One budget.

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

The SAC voted to use \$2250 of our \$3404 Parent Involvement Title One funds to purchase an agenda planners for each student to increase home/school communication. They also agreed that the \$1154 remaining funds would be spent on parent night supplies including food and supplies for make and take projects. We were awarded \$3146 in Lottery funds and it was suggested that we spend these funds on materials to expand our STEM projects.

**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
Durrance, Melissa	Principal
Irace, Karen	Assistant Principal
Norquist, Brenda	Teacher, K-12
Jurnigan, Lacey	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership team will analyze student reading data in order to make recommendations regarding curriculum, school improvement and training; work collaboratively to discuss issues, pose solutions and set goals for improvement; create grade level appropriate book study units; help support SIP initiatives including AR implementation; serve as a catalyst for school-wide literacy change that is focused on high yield instructional strategies. The Literacy Leadership team will focus on analyzing student data in order to identify areas of need related to student learning. The LLT will collaboratively plan with teachers to provide solutions, strategies and resources to meet those areas of need.

**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**

Every week the teachers meet with either the reading interventionist or the math coach, along with administration to plan collaboratively. Teachers have a common planning time in which to accomplish this. In addition, teachers participate in weekly Professional Learning Communities. The topics of learning for the PLC's is determined by the leadership team after reviewing data. On Tuesdays, professional development is also offered on a variety of topics that were selected by the teachers. These sessions are not mandatory since they occur after school hours.

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

All open teaching positions are posted on the district's RHS website. It is important that all new hires to the school be screened carefully to ensure that we are recruiting highly qualified teachers. Newly hired teachers participate in a school based New Teacher Program that meets regularly to discuss procedures specific to the school and the district.

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

New teachers are paired with an experienced teacher that teaches the same grade level or subject. The teacher mentor will assist the new teacher with becoming acclimated to the Pinnacle, AESOP, FAIR-FS, Improve, and other district technology. The teacher mentor will assist the new teacher with understanding the Florida Standards and developing quality lesson plans. The school based math coach will provide frequent feedback and coaching to the new teachers along with the reading interventionist.

## **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 teachers are required to follow the district learning maps which are comprised of the Florida Standards and to utilize the resources contained in them. Teachers participate in weekly collaborative planning sessions to ensure alignment to the Florida Standards. In addition, in grades 3-5, one reading and one math teacher from each grade level has attended the Dana Center training which is a professional development designed to train educators on how to read and interpret the Florida Standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers meet regularly with the MTSS team to participate in problem solving to provide for the early identification and support of students with learning and behavior needs. Learners are provided with instruction and interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, student services personnel, and other specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Sixty extra minutes a day was added to work on targeted foundational reading skills.

**Strategy Rationale**

Since only 39% of our students were reading on grade level as reported by the 2014 Reading FCAT, it was determined that students were weak in foundational reading skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Durrance, Melissa, melissa.durrance@polk-fl.net

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

FAIR-FS will be used to determine effectiveness of the strategy.

**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 guidance counselor from the middle schools meet with fifth grade students and parents each spring. During these meetings, parents and students can ask questions about the educational programs offered at the middle school. Students may register for their courses at this time.

**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**

Sleepy Hill Elementary participates in the WE3 Expo which is in support of the Workforce Education program in the district. Fifth grade students participate in the exposition so they can become aware of the academic programs offered by the district which will prepare them to become college and/or career ready.

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

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

Sleepy Hill Elementary student participate in quarterly school-wide STEM activities which are aligned with the 5E process. Preparing students to be able to apply skills and knowledge in a cross-curricular manner will help them achieve greater academic success.

**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**

Students participate in school-wide STEM activities. Students also learn the concepts of close reading in order to be able to apply these skills across content areas.

## 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.** Teachers will intentionally plan for incorporating quality higher order thinking questions.
- G2.** In school year 2014/2015 there were 688 teacher absences, the goal for 2015-2016 is to decrease the number of teacher absences by 10%.
- G3.** Teachers will engage students in differentiated and rigorous instruction that will be implemented across all content areas and aligned with the Florida State Standards.

## Strategic Goals Detail

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



**G1. Teachers will intentionally plan for incorporating quality higher order thinking questions.** 1a

G073329

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

**Resources Available to Support the Goal** 2

- Reaching and math coach.

**Targeted Barriers to Achieving the Goal** 3

- Teachers do not intentionally plan for purposeful questioning.

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

During collaborative planning teachers and coaches will plan high quality questions that will help students think deeper about the standard being taught.

**Person Responsible**

Melissa Durrance

**Schedule**

Biweekly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

Agenda and attendance sheets from collaborative planning sessions along with frequent classroom observations.

**G2.** In school year 2014/2015 there were 688 teacher absences, the goal for 2015-2016 is to decrease the number of teacher absences by 10%. 1a

G073330

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	620.0

**Resources Available to Support the Goal** 2

- Attendance data reports through AESOP.

**Targeted Barriers to Achieving the Goal** 3

- Teachers may not be aware of the amount of absences school wide.

**Plan to Monitor Progress Toward G2.** 8

Monthly attendance reports will be run from AESOP to monitor absences.

**Person Responsible**

Melissa Durrance

**Schedule**

Monthly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

AESOP reports and chart that shows the number of absences compared to last year.

**G3.** Teachers will engage students in differentiated and rigorous instruction that will be implemented across all content areas and aligned with the Florida State Standards. 1a

G073331

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	64.0

**Resources Available to Support the Goal** 2

- Brenda Norquist- Interventionist
- Lori Rudd- Math Coach
- Taryn - Science Resource
- Curriculum resources (Reading Wonders,FCRR, Go Math, AR, PD 360, Think Central,
- Lacey Jurnigan- Reading Coach

**Targeted Barriers to Achieving the Goal** 3

- Student tasks are not aligned to the full intent of the grade level content standard.
- Teachers struggle with incorporating high quality questions and accountable talk in lessons.

**Plan to Monitor Progress Toward G3.** 8

Quality questioning data will be collected and reviewed during Leadership Team meetings.

**Person Responsible**

Melissa Durrance

**Schedule**

Biweekly, from 9/22/2015 to 5/31/2016

**Evidence of Completion**

Minutes and action plans from Leadership Team meetings.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Teachers will intentionally plan for incorporating quality higher order thinking questions. **1**

 G073329

**G1.B2** Teachers do not intentionally plan for purposeful questioning. **2**

 B191646

**G1.B2.S1** Teachers will plan collaboratively to develop quality higher order thinking questions that will be deliberately used during instruction to expand students thinking. **4**

 S203114

### Strategy Rationale

By deliberately planning HOT questions, students will be challenged and will help develop critical thinking skills and deeper content knowledge.

### Action Step 1 **5**

Collaborative planning sessions will incorporate deliberate planning of quality higher order thinking questions to help students think deeply about the standard.

#### Person Responsible

Lacey Jurnigan

#### Schedule

Weekly, from 10/5/2015 to 6/3/2016

#### Evidence of Completion

Lesson plan developed will include questions and agendas from collaborative planning sessions.

**Action Step 2** 5

During collaborative planning, conduct discussions around common student misconceptions and plan for how they can be avoided/corrected.

**Person Responsible**

Lacey Jurnigan

**Schedule**

Weekly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

IBTP item analysis data and curriculum map review of misconceptions.

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

Observations of lessons.

**Person Responsible**

Melissa Durrance

**Schedule**

Weekly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

Coaches notes and Journey observations on EPCs 2b and 2d.

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

Review of EPCs 2b and 2d along with classroom observations.

**Person Responsible**

Melissa Durrance

**Schedule**

Monthly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Data from EPC 2b and 2d should show an increase and classroom observations should reveal higher order thinking questions.

**G2.** In school year 2014/2015 there were 688 teacher absences, the goal for 2015-2016 is to decrease the number of teacher absences by 10%. 1

G073330

**G2.B2** Teachers may not be aware of the amount of absences school wide. 2

B191648

**G2.B2.S1** Monthly attendance reports will be pulled and absence totals will be graphed and shared with staff. 4

S203115

### Strategy Rationale

Teachers will be aware of the total number of absences accumulated each month.

### Action Step 1 5

Monthly AESOP reports will be pulled and analyzed.

#### Person Responsible

Melissa Durrance

#### Schedule

Monthly, from 9/7/2015 to 6/3/2016

#### Evidence of Completion

Monthly report and chart that tracks attendance.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attendance will be discussed in Leadership Team meetings.

#### Person Responsible

Melissa Durrance

#### Schedule

Monthly, from 9/7/2015 to 6/3/2016

#### Evidence of Completion

Agenda from leadership team meeting.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Incentives will be provided for teachers that improve in attendance.

**Person Responsible**

Melissa Durrance

**Schedule**


Monthly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

**G3.** Teachers will engage students in differentiated and rigorous instruction that will be implemented across all content areas and aligned with the Florida State Standards. 1

 G073331

**G3.B3** Student tasks are not aligned to the full intent of the grade level content standard. 2

 B191651

**G3.B3.S1** Student work samples will be reviewed and discussed during Collaborative planning sessions and Leadership Team meetings to ensure student tasks are aligned to the full intent of the grade level content standard. 4

 S203117

**Strategy Rationale**

Comparison of student work samples will facilitate discussions about quality tasks and assignments. Leadership Team will be able to develop an action plan based on review of student work samples.

**Action Step 1 5**

Teachers will bring student work samples to collaborative planning sessions.

**Person Responsible**

Melissa Durrance

**Schedule**

Biweekly, from 9/17/2015 to 5/31/2016

**Evidence of Completion**

Notes from collaborative planning sessions.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Leadership Team will review student work samples and develop an action plan based on the quality of student work and the alignment of the tasks.

**Person Responsible**

Melissa Durrance

**Schedule**

Biweekly, from 9/22/2015 to 5/31/2016

***Evidence of Completion***

Minutes and action plans from the Leadership Team meetings.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Leadership Team will develop an action plan for teacher professional development and/or student intervention strategies, as needed, based on the quality of the student work samples.

**Person Responsible**

Melissa Durrance

**Schedule**


Biweekly, from 9/22/2015 to 5/31/2016

***Evidence of Completion***


Action plans submitted by the Leadership Team.



**G3.B4** Teachers struggle with incorporating high quality questions and accountable talk in lessons. 2

 B191652

**G3.B4.S1** Academic coaches will discuss quality questioning strategies during weekly collaborative planning sessions. 4

 S203118

### Strategy Rationale

Teachers are not intentional when they plan for questioning. Incorporating quality questioning into weekly planning sessions should build capacity with teachers and result in purposeful teaching and learning.

### Action Step 1 5

Purposeful planning of high quality questions during collaborative planning sessions.

#### Person Responsible

Melissa Durrance

#### Schedule

Weekly, from 9/17/2015 to 5/31/2016

#### Evidence of Completion

Classroom observations

### Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Frequent classroom observations will be conducted.

#### Person Responsible

Melissa Durrance

#### Schedule

Weekly, from 9/17/2015 to 5/31/2016

#### Evidence of Completion

Teacher performance on EPCs. 2b. Using strategies to evoke high-order thinking and discussions and 2d. Using assessment in instruction.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7**

Frequent classroom observations specifically focused on the quality of questions.

**Person Responsible**

Melissa Durrance

**Schedule**

Daily, from 9/17/2015 to 5/31/2016

**Evidence of Completion**

Increase in teacher performance on EPCs 2b. Using strategies to evoke high-order thinking and discussions and 2d. Using assessment in instruction.

**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	Collaborative planning sessions will incorporate deliberate planning of quality higher order thinking questions to help students think deeply about the standard.	Jurnigan, Lacey	10/5/2015	Lesson plan developed will include questions and agendas from collaborative planning sessions.	6/3/2016 weekly
G2.B2.S1.A1	Monthly AESOP reports will be pulled and analyzed.	Durrance, Melissa	9/7/2015	Monthly report and chart that tracks attendance.	6/3/2016 monthly
G3.B3.S1.A1	Teachers will bring student work samples to collaborative planning sessions.	Durrance, Melissa	9/17/2015	Notes from collaborative planning sessions.	5/31/2016 biweekly
G3.B4.S1.A1	Purposeful planning of high quality questions during collaborative planning sessions.	Durrance, Melissa	9/17/2015	Classroom observations	5/31/2016 weekly
G1.B2.S1.A2	During collaborative planning, conduct discussions around common student misconceptions and plan for how they can be avoided/corrected.	Jurnigan, Lacey	10/5/2015	IBTP item analysis data and curriculum map review of misconceptions.	6/3/2016 weekly
G1.MA1	During collaborative planning teachers and coaches will plan high quality questions that will help students think deeper about the standard being taught.	Durrance, Melissa	10/5/2015	Agenda and attendance sheets from collaborative planning sessions along with frequent classroom observations.	6/3/2016 biweekly
G1.B2.S1.MA1	Review of EPCs 2b and 2d along with classroom observations.	Durrance, Melissa	9/7/2015	Data from EPC 2b and 2d should show an increase and classroom observations should reveal higher order thinking questions.	6/3/2016 monthly
G1.B2.S1.MA1	Observations of lessons.	Durrance, Melissa	10/5/2015	Coaches notes and Journey observations on EPCs 2b and 2d.	6/3/2016 weekly
G2.MA1	Monthly attendance reports will be run from AESOP to monitor absences.	Durrance, Melissa	10/5/2015	AESOP reports and chart that shows the number of absences compared to last year.	6/3/2016 monthly
G2.B2.S1.MA1	Incentives will be provided for teachers that improve in attendance.	Durrance, Melissa	9/7/2015		6/3/2016 monthly
G2.B2.S1.MA1	Attendance will be discussed in Leadership Team meetings.	Durrance, Melissa	9/7/2015	Agenda from leadership team meeting.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Quality questioning data will be collected and reviewed during Leadership Team meetings.	Durrance, Melissa	9/22/2015	Minutes and action plans from Leadership Team meetings.	5/31/2016 biweekly
G3.B3.S1.MA1	Leadership Team will develop an action plan for teacher professional development and/or student intervention strategies, as needed, based on the quality of the student work samples.	Durrance, Melissa	9/22/2015	Action plans submitted by the Leadership Team.	5/31/2016 biweekly
G3.B3.S1.MA1	Leadership Team will review student work samples and develop an action plan based on the quality of student work and the alignment of the tasks.	Durrance, Melissa	9/22/2015	Minutes and action plans from the Leadership Team meetings.	5/31/2016 biweekly
G3.B4.S1.MA1	Frequent classroom observations specifically focused on the quality of questions.	Durrance, Melissa	9/17/2015	Increase in teacher performance on EPCs 2b. Using strategies to evoke high-order thinking and discussions and 2d. Using assessment in instruction.	5/31/2016 daily
G3.B4.S1.MA1	Frequent classroom observations will be conducted.	Durrance, Melissa	9/17/2015	Teacher performance on EPCs. 2b. Using strategies to evoke high-order thinking and discussions and 2d. Using assessment in instruction.	5/31/2016 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.*

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G1.B2.S1.A1	Collaborative planning sessions will incorporate deliberate planning of quality higher order thinking questions to help students think deeply about the standard.	\$0.00
2	G1.B2.S1.A2	During collaborative planning, conduct discussions around common student misconceptions and plan for how they can be avoided/corrected.	\$0.00
3	G2.B2.S1.A1	Monthly AESOP reports will be pulled and analyzed.	\$0.00
4	G3.B3.S1.A1	Teachers will bring student work samples to collaborative planning sessions.	\$0.00
5	G3.B4.S1.A1	Purposeful planning of high quality questions during collaborative planning sessions.	\$0.00
<b>Total:</b>			<b>\$0.00</b>