

Polk County Public Schools

Spook Hill Elementary School



2015-16 School Improvement Plan

Spook Hill Elementary School

321 DR JA WILTSHIRE AVE E, Lake Wales, FL 33853

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	38
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	0

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
Not In DA	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 Spook Hill Elementary is to create a parent friendly school that ensures quality learning takes place by establishing a challenging, nurturing, and continually improving environment.

Provide the school's vision statement

Our vision of Spook Hill Elementary students, staff, parents, and community is to create a learning environment where active participants inspire each student to reach his/her maximum potential.

School Environment

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

Spook Hill Elementary staff works with community groups including churches, social organizations, and our migrant liaison to connect with students and families in their home environments. Teachers have regular parent conferences with families to ensure a better understanding of what is happening inside the home.

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

Through our school Positive Behavior Supports system we have clearly defined rules and expectations for before, during, and after school. We also have teachers and support staff assigned to specific duty schedules to help ensure students are monitored at all times. In addition, we have a school resource officer through the Lake Wales Police Department that provides support and assistance as needed.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The PBS team will implement an on-going plan of action. Lesson plans should be taught the first week of school and continued as needed throughout the year.

Teachers are expected to follow the discipline flowchart located in the PBS manual. This chart provides a step by step guide on how to process behavior issues in and out of the classroom. Minor behavior problems are to be handled by the teacher in class, including special area teachers. On the 1st offense, the student should receive a verbal warning. The expectation and rule broken should be reviewed. Beginning with the 2nd offense for the same behavior, the teacher should document using the Minor Behavior Tracking Form. Four offenses for the same behavior results in an automatic office referral.

Any major violation of the code of conduct must be an immediate office referral.

To encourage positive behavior, teachers randomly award up to 5 points a day for displaying the school's expectations. Students are awarded on a weekly basis through a Fun Friday activity with the classroom teacher. Students are awarded on a monthly basis through the grade level. For quarterly rewards, these are done as a school wide activity. Business sponsors assist with covering the costs.

Students also earn Gold Tickets which are then signed by an administrator when doing the right thing. We also include Caught Being Good tickets the week before a break.

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

We implement a Tier 2 behavior support system through the use of check in and check out with selected students. Staff members volunteer to mentor these students and provide stability and create positive relationships. Our guidance counselor will provide individual and group counseling sessions on an as needed basis.

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

Early Warning Data as of May 2015.

Absent 10% or more of the days enrolled (using truancy absence def.) 01

02

03

04

05

KG

Count 64

Over-age 2 or more years for the grade level 02

03

04

05

Count 15

Tardy 20% or more in one period (secondary) Count 1

Overall Count

80

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

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

Indicator	Grade Level					Total	
	K	1	2	3	4		5
Attendance below 90 percent	33	17	11	15	10	15	101
One or more suspensions	30	12	5	11	21	37	116
Course failure in ELA or Math	2	5	1	9	0	6	23
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	2	1	4	1	4	12

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

We provide staggered iii reading times for K-5.

We also have paraprofessionals who dedicate the majority of their time working with small groups K-5.

Our school is fortunate to have 2 full time ESE Inclusion teachers and 1 paraprofessional.

We also have 1 Reading Interventionist who serves students grades 1-4.

Students not performing at grade level expectations receive interventions during the school day through the use of SRA, Kathy Robinson Math Centers, Reading Wonders Materials, Materials found on CPALMS, Rosetta Stone, and Success Maker.

We use these interventions school wide and chart data for Tler 2/Tier 3 students via google docs.

School wide data chats will be held monthly, beginning October 2015 and will continue through May 2016. Teachers are additionally responsible for holding data chats with their students.

Students are recognized for their attendance quarterly and for their behavior daily, weekly, monthly, and quarterly.

The school also uses the guidance counselor, school psychologist, and social worker to assist with interventions as needed.

We provide a check-in and check-out program with some of these students.

Extracurricular activities and field trip experiences are also used as an incentive.

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/193468>.

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

Spook Hill creates partnerships through local businesses by hosting volunteer orientation and encouraging volunteers in our classrooms. We also ask for monetary partnerships between businesses and classrooms so that classroom teachers can purchase additional classroom supplies or curriculum. Also, business partnerships help support our PBS discipline system that rewards students for doing the right thing. A local church has adopted us this school year and has provided our school with many forms of monetary and in kind donations.

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
Kauffman, Rubie	Assistant Principal
Edwards, Eric	Principal
Carr, Geralyn	Teacher, K-12
scott, joy	Instructional Coach

Duties

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

Eric Edwards (Principal) instructional leader who provides a common vision for the staff. He is tasked with providing professional development opportunities, mentoring, evaluating teachers and staff. Decisions are shared with staff members. Responsible for coaching, modeling, mentoring, and collaborating to promote a better articulated instructional curriculum for students.

Rubie Kauffman (Assistant Principal) assists the instructional leader with providing a common vision for the staff. She is tasked with providing professional development opportunities, mentoring, evaluating teachers and staff. Responsible for coaching, modeling, mentoring, and collaborating to promote a better articulated instructional curriculum for students.

Geralyn Carr (Interventionist) Responsible for working with students in the bottom 25th percentile in reading. Also, supports administration in the capacity of quasi administrator.

Joy Scott (Math Coach) Responsible for working with teachers in collaborative planning in math, coaching and modeling for teachers as needed.. Also, supports administration in the capacity of quasi administrator.

Marsha Kevitch (Guidance Counselor) for providing quality services and expertise on issues ranging,from program design to assessment and intervention with individual students.

The above members serve on the school leadership and SAC committee. They practice shared decision making by actively participating on these committees, data discussions, and school based decisions which affect all stakeholders.

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

Leadership Team meetings are held bi-weekly. The role of this team is to review the school wide data and determine what course of action needs to be taken to ensure that all students are progressing. This will include the allocation of materials, support staff and programs. Guidelines are adhered to through the use of Title I requirements. A running inventory is maintained by the Assistant Principal and Technology manager. . Once data is collected it is monitored and students are targeted and assisted as needed.

Title I, Part A --Title I, Part A funds school-wide services to Spook Hill Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic needs. Title I Part A, funds also support after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for the parents.

Title I, Part C- Migrant--Migrant students enrolled in Spook Hill Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students

and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D--These funds provide Transition Facilitators to assist students with transition from the Department of Juvenile Justice facilities back into their zoned school. The Transition Facilitators communicate with the guidance counselors at schools to facilitate the transfer of records and appropriate placement.

Title II--Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II- D funds. Funds available to Spook Hill elementary are used to purchase school agendas, supplies, etc.

Title III--Title III funds provide supplemental resources for English Language Learners and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X(Homeless)--The Hearth Program, funded through Title X, provides support for homeless students. Title I provides support for this program and many activities implemented by the Hearth Program are carried out in cooperation with the Migrant Education Program funded through Title I, Part C.

Violence Prevention Programs--Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, etc.

Head Start--Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eric Edwards	Principal
Laurie Boulden	Business/Community
Maly Southammavong	Parent
Joy Scott	Teacher

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

On Sept. 30, 2014, the SAC committee members, comprised of teachers and administrators met to discuss the school improvement plan and determine it's impending implementation and effectiveness. The committee is responsible for the evaluation of last year's school improvement plan, development of this school improvement plan, and preparation of the school's annual budget and plan. The SAC members also determine School Improvement Priorities, publicize the School Improvement Plan, support the School Improvement Plan implementation, evaluate the School Improvement Plan, and assist in the decision making process and approval of expenditures of District Lottery Funds and School Recognition Funds, as well as review School Budget. This year's goals include the implementation of collaborative planning for ELA, Math and Science with the school-based coach and science coach.

Development of this school improvement plan

The SAC members also determine School Improvement Priorities, publicize the School Improvement Plan, support the School Improvement Plan implementation, and evaluate the School Improvement Plan. Upon completion of the SIP, SAC members will vote to approve the plan.

Preparation of the school's annual budget and plan

The SAC committee approves the expenditures that are created through the use of Title I funds. These funds are used for parental involvement and include the purchase of student planners and curriculum-based family nights. The members of the committee also approved the purchase of EasyTech, EduSmart, WriteMath Math centers, and the new sound system. The annual budget also allowed for the school to increase its staff membership by one member.

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

We did not receive anything over our traditional allocated school budget. We do write grants to offset the costs of materials that the teachers feel necessary to purchase.

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

We plan on conducting a meeting by the end of September 2014 and update the SIP.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Edwards, Eric	Principal
Kauffman, Rubie	Assistant Principal
Carr, GERALYN	Teacher, K-12
scott, joy	Instructional Coach
Gage, Debra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team meetings are held weekly through collaborative planning. The role of the LLT is to ensure that district learning maps are being followed and instruction adheres to the timeline and expectations. The major initiatives for the LLT this year are to focus on implementing the PS/RTI strategies with fidelity and on closing the achievement gap with our sub groups that did not demonstrate learning gains in reading. Monthly data chats with instructional staff will provide the LLT and teachers of those students needing intervention and/or Tier II and Tier III services through the direction of the school guidance counselor.

Public and Collaborative Teaching

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

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

Teachers are provided common planning time on a daily basis. We also provide substitutes semi-annually to allow for vertical and horizontal planning opportunities.

The administration has an open door policy for all staff members. The staff has a staff handbook which guides communication regarding school issues/concerns. The principal has received good ratings from the staff that have participated in a process used to evaluate administrators. Teachers are recognized for their efforts when applicable. The administration promotes efficacy for the staff by applauding their efforts during staff meetings. Spook Hill has had a long record of building relationships and creating an atmosphere that promotes a sense of family. The school's social committee works diligently to provide staff and at times along with their family some monthly activities that assist our efforts in building relationships. We currently have two staff members who have completed the Aspiring Leaders Program and are currently in the Assistant Principal pool. We also have four other staff members that are either working on their masters degrees in Educational Leadership or who have recently completed their course work.

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

The administration has an open door policy for all staff members. The staff has a staff handbook which guides communication regarding school issues/concerns. The principal has received good ratings from the staff that have participated in a process used to evaluate administrators. Teachers are recognized for their efforts when applicable. The administration promotes efficacy for the staff by applauding their efforts during staff meetings. Spook Hill has had a long record of building relationships and creating an atmosphere that promotes a sense of family. The school's social committee works diligently to provide staff and at times along with their family some monthly activities that assist our efforts in building relationships. We currently have two staff members who have completed the Aspiring Leaders Program and are currently in the Assistant Principal pool. We also have four other staff members that are either working on their masters degrees in Educational Leadership or who have recently completed their course work.

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

This year, we have three new teachers joining the Spook Hill family and three teachers that although taught at Spook Hill in the previous year, but are now teaching in different grade levels. In addition to using the PEC program we have instituted a new teacher peer group who meet monthly to discuss things in an open non-threatening forum. We tend to tier teachers with other teachers who are able to mentor them and provide a sense of constructive criticism. We also build capacity with teachers by providing ample opportunities for on campus and off campus professional development opportunities. Spook Hill's administration empowers teacher leaders to lead in different areas by using the distributed leadership approach. Common planning time among the special area teachers also provide opportunities for planning and cohesive collaboration for ongoing school projects and performances. The special area teachers are in sync with each other and it promotes our positive learning culture.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The staff follows the district's curriculum maps which are directly aligned with the Florida Standards. Any materials ordered appear on the district's P.U.R.E list and if needed, approval from the Regional

Superintendent. We ensure direct alignment of the core curriculum through the conduction of walk-throughs, informal, and formal observations. We also invite district personnel to come on campus and conduct non-evaluative walk-throughs with administration to ensure that the maps are being followed. Data chats with teachers are conducted on as needed basis. We also provide professional development opportunities on and off campus.

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

School data is reviewed and disaggregated throughout the year. Quarterly data chats are held by Administration, math coach, and teachers to discuss individualized classroom goals/strategies. Intensive Interventions are based on student needs and are provided in the areas of reading and math. Special attention is placed on accommodations and modifications based on ELL/ESE/504/EP goals. Third grade retainees are pulled during iii reading time to receive intensive instruction through the SRA program delivered by certified teachers. Students in the 2nd and 4th grade also are pulled during thier iii times to either receive instruction using the SRA program or through the Reading Wonders Wonder Works series. Gifted students are pulled during iii reading time to receive small group instruction through instruction delivered by our schools alpha teacher. ESOL and ESE students are provided interventions through the use of our ESOL paraprofessional, our 2 ESE Inclusion teachers, and our ESE inclusion paraprofessional. Our Speech/Language students are also provided instruction/therapy through our schools speech pathologist. The use of the Reading Wonders program allows for differentiation to occur during the lesson on different levels. There are leveled readers and opportunities for students to use other modalities of learning to show and tell about what they have learned. The school also uses Rosetta Stone for our ESL students to learn English at their individual speed. We also have the opportunity to use our Title I paraprofessionals to work with small groups indicate by the teacher who may need either some review or some higher level thinking opportunities.

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

Strategy: After School Program

Minutes added to school year: 1,200

After school tutoring for grades 3-5 for bottom 25 % of students. The focus is on literacy and math enrichment along with social skills building. This year we are able to offer the following opportunities to our students: Granny Readers, Girls/Boys Leadership, academic team, golf and archery club, chorus, strings and art club. These students will be able to grow academically, socially, and learn new skills through these programs.

Strategy Rationale

Using data, the school pinpoints areas of strengths/weakness and based on those strengths/weaknesses provide key enrichment opportunities. Students are chosen by their academic strengths/weaknesses and sometimes by their behavioral goals. Informal and formal assessment outcomes are also used for the selection of student participation.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edwards, Eric, eric.edwards@polk-fl.net

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

Pre/Post tests are used, informal and formal assessments data will also be collected. Attendance and discipline records may also prove beneficial to track. Data chats with students will also provide some good feedback on whether the programs are working.

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 Preschool teacher met with each parent and toured the school, reviewed the individual student's IEP, and reviewed the expectations of her classroom. Kindergarten Roundup is held each April to meet the parents and students who will be attending Spook Hill Elementary. The parents are taken on a tour and have a chance to ask questions. Incoming kindergarten students are given a simple screening to determine if they are able to identify letters, numbers, and colors as well as follow one step directions. Expectations are discussed for both the individual classroom and the entire school. Business partners provide funding to assist with material and refreshments for the Kindergarten roundup each year. Kindergarten teachers help their student's transition into Spook Hill Elementary by teaching lessons relating to rules, procedures and expectations. Parents are given materials to assist them in transitioning their child to kindergarten. Kindergarten teachers will administer the Florida Kindergarten Readiness Screener (FLKRS) administered once a year and Discovery Assessments will be administered to each kindergartener three times during the year. These screenings and assessments will be used to evaluate the student's reading needs and assist in identifying low performing skills. This enables the teachers to give the students the extra assistance they need in a timely manner. PS/RTI strategies will be used to assist Kindergarten students who score low on the Florida

Kindergarten Readiness Screener (FLKRS) and/or district assessments.

The preschools whose students will be attending Spook Hill Elementary bring their students to visit the school each spring for an orientation to the school.

Title I provides a parent survey to be randomly supplied to parents which gives the school information on the quality and effectiveness of the transition program.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

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 be able to engage students in rigorous tasks aligned with the standards, with the intent that all content areas goals will meet or exceed the targets for the 2015-2016 school year.

- G2.** Teachers will engage in relevant individualized and collaborative lesson planning based on specific student needs that will allow for our students to meet or exceed our targets for the 2015--2016 school year.

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 be able to engage students in rigorous tasks aligned with the standards, with the intent that all content areas goals will meet or exceed the targets for the 2015-2016 school year. **1a**

G074514

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal **2**

- Administration
- Resource Staff
- Florida Standards Curriculum Guides
- District Personnel
- CPALMS
- EduSmart
- Reading Wonders
- SRA
- GO Math
- Kathy Robinson Math Centers
- Use of instructional alignment tools
- On-site and off-site professional development opportunities
- District Curriculum Maps

Targeted Barriers to Achieving the Goal **3**

- Lack of planning time to address the standards at the level of rigor and relevance
- Lack of understanding of depth of standards
- Lack of planning knowledge

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

monthly data chats

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

Data from FAIR-FS, IMPROVE data, data chats with students and teachers, OGA and progress monitoring data, Journey

G2. Teachers will engage in relevant individualized and collaborative lesson planning based on specific student needs that will allow for our students to meet or exceed our targets for the 2015--2016 school year.

1a

G074515

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Administration
- DANA center resources
- School based resource teachers
- District based resource personnel
- Florida Standards
- District's Curriculum Maps
- CPALMS
- Reading Wonders
- Go Math
- CISM lessons
- common planning time

Targeted Barriers to Achieving the Goal 3

- Lack of standards knowledge and range of depth for rigor and relevance
- Lack of knowledge in how to disaggregate student data
- Lack of knowledge of how to collaboratively plan with grade level

Plan to Monitor Progress Toward G2. 8

FAIR-FS, Ongoing IBTP assessments, teacher made assessments, Reading Wonders and GO Math assessments, District Writing Progress Monitoring Assessments.

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion


lesson plans, sign in sheets, data, grade reports

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 be able to engage students in rigorous tasks aligned with the standards, with the intent that all content areas goals will meet or exceed the targets for the 2015-2016 school year. **1**

 G074514

G1.B1 Lack of planning time to address the standards at the level of rigor and relevance **2**

 B194611

G1.B1.S1 Provide teachers with uninterrupted common planning time. **4**

 S206156

Strategy Rationale

Teachers need more uninterrupted time to plan effective lessons collaboratively.

Action Step 1 **5**

Teachers will have up to 3 days of uninterrupted planning times.

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

Planning sessions sign in and agendas.

Action Step 2 5

Pre-planned sessions for PLC and Collaborative planning sessions will be held only twice a week.

Person Responsible

joy scott

Schedule

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

Evidence of Completion

sign in sheets, agendas

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

Teachers will submit completed lesson plans.

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

Lesson plans, sign in sheets, collaborative conversations.

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

Data chats and review of lesson plans and how they align with Florida Standards.

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

Lesson plans, sign in sheets, collaborative conversations.

G1.B1.S2 Provide teachers with additional half day planning sessions on a quarterly basis. 4

S206157

Strategy Rationale

Teachers need longer periods of uninterrupted time to study classroom data and plan effectively for upcoming lessons.

Action Step 1 5

Teachers will have half day planning sessions 4 times a year.

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

Sign in sheets, lesson plans

Action Step 2 5

Teachers will implement use of district curriculum maps to guide their planning.

Person Responsible

joy scott

Schedule

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

Evidence of Completion

lesson plans, sign in sheets, conversations.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Substitutes will be provided for teachers to collaboratively plan.

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

Sign in sheets, lesson plans, teacher feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

observations will take place to monitor delivery of lesson plans.

Person Responsible

Eric Edwards


Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016


Evidence of Completion

Journey

G1.B2 Lack of understanding of depth of standards 2

 B194612

G1.B2.S1 Create PD environment where teachers who are not comfortable or transparent with lack of knowledge of depth of standards for lesson planning can become knowledgeable with them. 4

 S206158

Strategy Rationale

There is a lack of understanding of depth and breadth of standards therefore not allowing teachers to construct their lesson plans to the rigor and relevance necessary.

Action Step 1 5

Provide teachers with opportunity to learn how to effectively plan their own lesson plans using student data.

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

Individual lesson plans will be monitored for compliance and individuality along with differentiation.

Action Step 2 5

Provide teachers with assistance from district personnel to coach them on how to plan lessons using standards to the rigor and relevance intended.

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

sign in sheets and lesson plans

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

The school calendar will be used to ensure fidelity of common planning time.

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

sign in sheets, collection of grade chair logs.

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

Teachers are taking personal responsibility for their part in the lesson planning process through collaborative efforts.

Person Responsible

joy scott


Schedule

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

Evidence of Completion

lesson plans, sign in sheets

G1.B2.S2 Continue working on providing opportunities for teachers to openly communicate their understanding of the standards with their peers and find solutions to their possible misconceptions. 4

 S206159

Strategy Rationale

Teachers continue to have a difficult time writing 5 E lesson plans and following the organic steps.

Action Step 1 5

Collaborative planning sessions

Person Responsible

joy scott

Schedule

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

Evidence of Completion

sign in sheets, conversations, lesson plans

Action Step 2 5

Data chats with teachers

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

sign in sheets

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

5E will be modeled for teachers

Person Responsible

joy scott

Schedule

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

Evidence of Completion

lesson plans, journey

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

Feedback sessions will take place to deal with misconceptions

Person Responsible

joy scott


Schedule

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

Evidence of Completion

lesson plans, journey, coaching logs, conversations, sign in sheets

G1.B3 Lack of planning knowledge 2

 B194613

G1.B3.S1 Facilitate the process for teachers who are having trouble with learning how to collaboratively plan with their teammates to learn to do so effectively. 4

 S206160

Strategy Rationale

They are not communicating effectively with one another regarding delivery of standards.

Action Step 1 5

Collaborative planning sessions with facilitator present

Person Responsible

joy scott

Schedule

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

Evidence of Completion

sign in sheets

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

Collaborative planning session will take place weekly

Person Responsible

joy scott

Schedule

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

Evidence of Completion

sign in sheets, lesson plans, coaching, journey

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

Coaching and observations will take place to ensure that what is being collaboratively planned is being taught.

Person Responsible

Eric Edwards


Schedule

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

Evidence of Completion

journey, coaching logs

G1.B3.S2 Provide guidance and open dialogue opportunities for teams to verbalize their concerns and outcomes of collaborative sessions. 4

 S206161

Strategy Rationale

Teachers do not always feel comfortable with voicing their opinions with their peers regarding their understanding of the standards.

Action Step 1 5

Facilitate collaborative sessions and allow for reciprocal feedback

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

sign in sheets, lesson plans, observations, coaching

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

Administrator will actively engage in conversations with teachers during collaborative sessions.

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

Lesson plans, sign in sheets, observations

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

Administrator will actively engage in conversations with teachers during collaborative sessions.

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

Lesson plans, sign in sheets, observations

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

Support teachers' self-efficacy through conversations and feedback and coaching.

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

sign in sheets, coaching logs, journey

G2. Teachers will engage in relevant individualized and collaborative lesson planning based on specific student needs that will allow for our students to meet or exceed our targets for the 2015--2016 school year. 1

G074515

G2.B1 Lack of standards knowledge and range of depth for rigor and relevance 2

B194616

G2.B1.S1 Provide teachers with the opportunity to unpack the Florida Standards. 4

S206163

Strategy Rationale

Need to increase depth of knowledge of standards.

Action Step 1 5

Provide teachers with DANA resources and CPALMS information

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

lesson plans

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

Individual lesson plans, completed unpacking activity, formal and informal observations.

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

lesson plans, completed activities, journey

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

Teachers will be provided DANA resources, unpacking of standards activity

Person Responsible

Eric Edwards

Schedule

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

Evidence of Completion

lesson plans, completed unpacking activity sheet., sign in sheets, observation logs

G2.B2 Lack of knowledge in how to disaggregate student data 2

 B194617

G2.B2.S1 Provide guidance in disaggregating student data and interpreting the outcomes and next steps. 4

 S206164

Strategy Rationale

to allow for teachers to have a better understanding of where their students are in comparison to the school and district.

Action Step 1 5

Review data and teach students how to disaggregate data using pivot tables

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

Observations and print out of pivot table

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

Weekly collaborative planning sessions

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

lesson plans, observations, sign in sheets

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

Collaborative sessions among grade levels will take place and facilitated by coach

Person Responsible

joy scott

Schedule

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

Evidence of Completion

lesson plans, sign in sheets, feedback sessions.

G2.B3 Lack of knowledge of how to collaboratively plan with grade level **2**

 B194618

G2.B3.S1 Provide teachers with training on how to collaboratively plan lessons with their peers. **4**

 S206165

Strategy Rationale

Plan effectively lessons as they work collaboratively with their teams.

Action Step 1 **5**

Work with teachers on how to collaboratively plan and possibly provide template

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

collected lesson plans, sign in sheets of team planning days, use of template

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Ensure that necessary materials are obtained and provide protected time to complete tasks

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

lesson plans will be collected, instructional alignment tools will be randomly selected to be submitted, sign in sheets of collaborative planning dates

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Through the engagement of collaborative planning session teachers will learn to collaboratively plan effective lessons.

Person Responsible

Rubie Kauffman

Schedule

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

Evidence of Completion

lesson plans, meeting sign in sheets.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will have up to 3 days of uninterrupted planning times.	Kauffman, Rubie	8/24/2015	Planning sessions sign in and agendas.	6/9/2016 weekly
G1.B1.S2.A1	Teachers will have half day planning sessions 4 times a year.	Edwards, Eric	8/24/2015	Sign in sheets, lesson plans	6/9/2016 quarterly
G1.B2.S1.A1	Provide teachers with opportunity to learn how to effectively plan their own lesson plans using student data.	Kauffman, Rubie	8/24/2015	Individual lesson plans will be monitored for compliance and individuality along with differentiation.	6/9/2016 monthly
G1.B2.S2.A1	Collaborative planning sessions	scott, joy	8/24/2015	sign in sheets, conversations, lesson plans	6/9/2016 weekly
G1.B3.S1.A1	Collaborative planning sessions with facilitator present	scott, joy	8/24/2015	sign in sheets	6/9/2016 weekly
G1.B3.S2.A1	Facilitate collaborative sessions and allow for reciprocal feedback	Kauffman, Rubie	8/24/2015	sign in sheets, lesson plans, observations, coaching	6/9/2016 weekly
G2.B1.S1.A1	Provide teachers with DANA resources and CPALMS information	Edwards, Eric	8/24/2015	lesson plans	6/9/2016 semiannually
G2.B2.S1.A1	Review data and teach students how to disaggregate data using pivot tables	Kauffman, Rubie	8/24/2015	Observations and print out of pivot table	6/9/2016 annually
G2.B3.S1.A1	Work with teachers on how to collaboratively plan and possibly provide template	Kauffman, Rubie	8/24/2015	collected lesson plans, sign in sheets of team planning days, use of template	6/9/2016 monthly
G1.B1.S1.A2	Pre-planned sessions for PLC and Collaborative planning sessions will be held only twice a week.	scott, joy	8/24/2015	sign in sheets, agendas	6/9/2016 weekly
G1.B1.S2.A2	Teachers will implement use of district curriculum maps to guide their planning.	scott, joy	8/24/2015	lesson plans, sign in sheets, conversations.	6/9/2016 weekly
G1.B2.S1.A2	Provide teachers with assistance from district personnel to coach them on how to plan lessons using standards to the rigor and relevance intended.	Kauffman, Rubie	8/24/2015	sign in sheets and lesson plans	6/9/2016 quarterly
G1.B2.S2.A2	Data chats with teachers	Edwards, Eric	8/24/2015	sign in sheets	6/9/2016 quarterly
G1.MA1	monthly data chats	Edwards, Eric	8/24/2015	Data from FAIR-FS, IMPROVE data, data chats with students and teachers,	6/9/2016 quarterly

Polk - 1371 - Spook Hill Elementary School - 2015-16 SIP
Spook Hill Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				OGA and progress monitoring data, Journey	
G1.B1.S1.MA1	Data chats and review of lesson plans and how they align with Florida Standards.	Edwards, Eric	8/25/2014	Lesson plans, sign in sheets, collaborative conversations.	6/4/2015 quarterly
G1.B1.S1.MA1	Teachers will submit completed lesson plans.	Kauffman, Rubie	8/25/2014	Lesson plans, sign in sheets, collaborative conversations.	6/4/2015 weekly
G1.B2.S1.MA1	Teachers are taking personal responsibility for their part in the lesson planning process through collaborative efforts.	scott, joy	8/24/2015	lesson plans, sign in sheets	6/9/2016 weekly
G1.B2.S1.MA1	The school calendar will be used to ensure fidelity of common planning time.	Edwards, Eric	8/24/2015	sign in sheets, collection of grade chair logs.	6/9/2016 weekly
G1.B3.S1.MA1	Coaching and observations will take place to ensure that what is being collaboratively planned is being taught.	Edwards, Eric	8/24/2015	journey, coaching logs	6/9/2016 weekly
G1.B3.S1.MA1	Collaborative planning session will take place weekly	scott, joy	8/24/2015	sign in sheets, lesson plans, coaching, journey	6/9/2016 weekly
G1.B1.S2.MA1	observations will take place to monitor delivery of lesson plans.	Edwards, Eric	8/24/2015	Journey	6/9/2016 every-6-weeks
G1.B1.S2.MA1	Substitutes will be provided for teachers to collaboratively plan.	Edwards, Eric	8/24/2015	Sign in sheets, lesson plans, teacher feedback	6/9/2016 quarterly
G1.B2.S2.MA1	Feedback sessions will take place to deal with misconceptions	scott, joy	8/24/2015	lesson plans, journey, coaching logs, conversations, sign in sheets	6/9/2016 monthly
G1.B2.S2.MA1	5E will be modeled for teachers	scott, joy	8/24/2015	lesson plans, journey	6/9/2016 weekly
G1.B3.S2.MA1	Support teachers' self-efficacy through conversations and feedback and coaching.	Kauffman, Rubie	8/24/2015	sign in sheets, coaching logs, journey	6/9/2016 weekly
G1.B3.S2.MA1	Administrator will actively engage in conversations with teachers during collaborative sessions.	Kauffman, Rubie	8/24/2015	Lesson plans, sign in sheets, observations	6/9/2016 weekly
G1.B3.S2.MA1	Administrator will actively engage in conversations with teachers during collaborative sessions.	Kauffman, Rubie	8/24/2015	Lesson plans, sign in sheets, observations	6/9/2016 weekly
G2.MA1	FAIR-FS, Ongoing IBTP assessments, teacher made assessments, Reading Wonders and GO Math assessments, District Writing Progress Monitoring Assessments.	Edwards, Eric	8/24/2015	lesson plans, sign in sheets, data, grade reports	6/9/2016 monthly
G2.B1.S1.MA1	Teachers will be provided DANA resources, unpacking of standards activity	Edwards, Eric	8/25/2014	lesson plans, completed unpacking activity sheet., sign in sheets, observation logs	6/4/2015 monthly
G2.B1.S1.MA1	Individual lesson plans, completed unpacking activity, formal and informal observations.	Edwards, Eric	8/25/2014	lesson plans, completed activities, journey	6/4/2015 monthly
G2.B2.S1.MA1	Collaborative sessions among grade levels will take place and facilitated by coach	scott, joy	8/24/2015	lesson plans, sign in sheets, feedback sessions.	6/9/2016 weekly
G2.B2.S1.MA1	Weekly collaborative planning sessions	Kauffman, Rubie	8/24/2015	lesson plans, observations, sign in sheets	6/9/2016 weekly
G2.B3.S1.MA1	Through the engagement of collaborative planning session teachers will learn to collaboratively plan effective lessons.	Kauffman, Rubie	8/24/2015	lesson plans, meeting sign in sheets.	6/9/2016 monthly
G2.B3.S1.MA1	Ensure that necessary materials are obtained and provide protected time to complete tasks	Kauffman, Rubie	8/24/2015	lesson plans will be collected, instructional alignment tools will be randomly selected to be submitted,	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				sign in sheets of collaborative planning dates	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will be able to engage students in rigorous tasks aligned with the standards, with the intent that all content areas goals will meet or exceed the targets for the 2015-2016 school year.

G1.B1 Lack of planning time to address the standards at the level of rigor and relevance

G1.B1.S1 Provide teachers with uninterrupted common planning time.

PD Opportunity 1

Teachers will have up to 3 days of uninterrupted planning times.

Facilitator

Grade Chair

Participants

Grade level team members

Schedule

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

G1.B2 Lack of understanding of depth of standards

G1.B2.S1 Create PD environment where teachers who are not comfortable or transparent with lack of knowledge of depth of standards for lesson planning can become knowledgeable with them.

PD Opportunity 1

Provide teachers with assistance from district personnel to coach them on how to plan lessons using standards to the rigor and relevance intended.

Facilitator

Julie Noel, Rhonda Jewell

Participants

K-5 teachers

Schedule

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

G2. Teachers will engage in relevant individualized and collaborative lesson planning based on specific student needs that will allow for our students to meet or exceed our targets for the 2015--2016 school year.

G2.B2 Lack of knowledge in how to disaggregate student data

G2.B2.S1 Provide guidance in disaggregating student data and interpreting the outcomes and next steps.

PD Opportunity 1

Review data and teach students how to disaggregate data using pivot tables

Facilitator

Rubie Kauffman

Participants

K-5 teachers

Schedule

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

G2.B3 Lack of knowledge of how to collaboratively plan with grade level

G2.B3.S1 Provide teachers with training on how to collaboratively plan lessons with their peers.

PD Opportunity 1

Work with teachers on how to collaboratively plan and possibly provide template

Facilitator

Principal/Assistant Principal/Grade Chair/Math Coach

Participants

Classroom teachers

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.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will have up to 3 days of uninterrupted planning times.	\$0.00
2	G1.B1.S1.A2	Pre-planned sessions for PLC and Collaborative planning sessions will be held only twice a week.	\$0.00
3	G1.B1.S2.A1	Teachers will have half day planning sessions 4 times a year.	\$0.00
4	G1.B1.S2.A2	Teachers will implement use of district curriculum maps to guide their planning.	\$0.00
5	G1.B2.S1.A1	Provide teachers with opportunity to learn how to effectively plan their own lesson plans using student data.	\$0.00
6	G1.B2.S1.A2	Provide teachers with assistance from district personnel to coach them on how to plan lessons using standards to the rigor and relevance intended.	\$0.00
7	G1.B2.S2.A1	Collaborative planning sessions	\$0.00
8	G1.B2.S2.A2	Data chats with teachers	\$0.00
9	G1.B3.S1.A1	Collaborative planning sessions with facilitator present	\$0.00
10	G1.B3.S2.A1	Facilitate collaborative sessions and allow for reciprocal feedback	\$0.00
11	G2.B1.S1.A1	Provide teachers with DANA resources and CPALMS information	\$0.00
12	G2.B2.S1.A1	Review data and teach students how to disaggregate data using pivot tables	\$0.00
13	G2.B3.S1.A1	Work with teachers on how to collaboratively plan and possibly provide template	\$0.00
Total:			\$0.00