

Polk County Public Schools

Sandhill Elementary School



2015-16 School Improvement Plan

Sandhill Elementary School

1801 TYNER RD, Haines City, FL 33844

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

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

**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
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

Sandhill Elementary is the driving force in providing a quality education in a safe supportive environment where our future leaders are inspired, challenged, and encouraged to reach their potential.

Provide the school's vision statement

To teach all students to reach their academic potential and to consistently demonstrate CRANE characteristics (Courteous, Responsible, Attentive, Noble, Exemplary).

School Environment

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

Teachers received professional development and implement Kagan Cooperative Learning structures, including class-building strategies, in their classrooms. This allows the teacher and student peers to more deeply understand each child's unique culture and background experiences so that the class becomes a working team.

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

We implement highly effective Positive Behavior Support systems in all areas of our school. Students are explicitly taught CRANE qualities (Courteous, Responsible, Attentive, Noble, and Exemplary) and are rewarded for demonstrating those qualities.

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

We implement highly effective Positive Behavior Support systems in all areas of our school. Students are explicitly taught CRANE qualities (Courteous, Responsible, Attentive, Noble, and Exemplary) and are rewarded for demonstrating those qualities. We also teach and reinforce explicit procedures and routines for all areas of campus: Cafeteria, walkways, Physical Education, Music, Art, Bus Loading, car rider dismissal, etc.

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

Teachers refer students with social-emotional needs to our guidance counselor and/or our Leadership Team for assistance. MTSS (Multi-Tiered Systems of Support) structures are effectively implemented in all classrooms, providing Tier 1, Tier 2 and Tier 3 supports (academic and/or behavioral) as needed for all students. Staff mentor program is implemented for students with Tier 2 behavior needs. Families in need are identified and provided services as appropriate (food, school supplies, clothing, counseling, etc.).

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

Absent 10% or more of the days enrolled (using truancy absence definition).
Over-age 2 or more years for the grade level.
Total number of ISS/OSS is greater than 3.
Course failure in English Language Arts or mathematics.
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	22	21	13	11	12	11	90
One or more suspensions	0	4	2	1	8	12	27
Course failure in ELA or Math	2	5	3	35	1	0	46
Level 1 on statewide assessment	0	0	0	35	30	21	86

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	5	3	5	6	4	25

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

Early Warning Report is reviewed monthly by school Leadership Team. MTSS (Multi-Tiered System of Support) is effectively implemented throughout all grade levels for academic and/or behavior needs (Tier 1, Tier 2, and Tier 3 interventions). Excessive absences are tracked by school social worker who implements interventions as needed.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/202527>.

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

We work with various community groups (Solavita Retirement Community, Backpack Food for Kids, First Methodist Church in Dundee, local realtor group, Chamber of Commerce, etc.) to sustain partnerships and communication with our community. We share the needs of our families and provide these groups with updated data on our school as requested for their documentation purposes. We implement a community Career Day every other year where community employment sectors share information about their jobs and job requirements with our students face-to-face.

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
Lewis, Nadia	Principal
Vanhook, Kim	Assistant Principal
Webb, Todd	Instructional Technology
Alford, Renee	Teacher, K-12
Beasley, Cindy	Instructional Coach
Glasgow, Jennifer	Instructional Coach
Lewis, Sarah	Guidance Counselor

Duties

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

The role of the principal is to provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. This includes the implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

The principal provides leadership for and management of programs and processes related to instruction, school operations personnel management, business management, student support services, student activities and community involvement.

The role of the assistant principal is to facilitate effective professional development, monitor the implementation of critical initiatives, provide structure for and monitoring of a school learning environment that improves learning for all students and ensure that communication with parents remains an effective bridge to enhance student success.

The role of the Instructional Technology Coach is to facilitate the implementation of effective, research-based instructional technology in order to increase student engagement, critical progress monitoring efforts and ensure student achievement.

The role of the Teacher K-12 (Instructional Interventionist) is to provide intensive academic instruction to a focus group of students based on prior academic performance so that learning gains and academic success will be achieved with these students.

The role of the Instructional Coach for Reading is to provide professional development, model effective instructional strategies, and guide teachers in understanding the new Florida State Standards through lesson plan development through a research-based coaching model with the focus on Reading/English Language standards.

The role of the Instructional Coach for Math is to provide professional development, model effective instructional strategies, and guide teachers in understanding the new Florida State Standards through lesson plan development through a research-based coaching model with the focus on Math standards.

The role of the Guidance Counselor is to provide support and guidance to students, parents and staff through implementation of the MTSS (Multi-Tiered System of Supports) model.

All members of the Leadership Team employ a transparent decision-making process that is based on the school vision, mission, and improvement priorities using facts and data. They also assist with managing the organization, operations, and school facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment at our school.

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

School leadership identifies and aligns all available resources through our Leadership Team activities. We coordinate supplemental funding through communication with our district office in Title I, ESE, Headstart Pre-K, and other relevant programs. Inventory of instructional resources is maintained by our assistant principal and academic coaches. Meetings of the school Leadership Team are held every 1-2 weeks. We use progress monitoring data analysis to determine how to apply resources for the highest impact.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jose Zayas	Education Support Employee
Nadia Lewis	Principal
Renee Alford	Teacher
Brenda McNeal	Parent
Suzanne Armstrong	Parent
Petra Gonzalez	Business/Community
Sennette Turner	Parent
Kim VanHook	Education Support Employee
Elizabeth Martinez	Parent
Erika Munoz	Parent
Monica Witt	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 SIP will be presented to the SAC on Oct 14, 2015. Goals, baseline scores, current academic status, barriers, strategies, resources and budgets were provided. After questions and discussion the SAC voted to approve the 2015-2016 School Improvement Plan.

Development of this school improvement plan

SAC members participated in district SIP training and were involved in the development of the needs assessment, 8-step planning and problem solving steps of the plan.

Preparation of the school's annual budget and plan

SAC members participated in analysis of our school budget and the correlation with our SIP goals.

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

Title I funds used to improve student academic performance: \$208,917.00 on personnel to improve academic performance or increase parental involvement). Instructional supplemental materials to increase student achievement: \$12,065.00.

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
Lewis, Nadia	Principal
Vanhook, Kim	Assistant Principal
Glasgow, Jennifer	Instructional Coach
Webb, Todd	Instructional Technology
Alford, Renee	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team promotes literacy through the effective implementation of our Accelerated Reader program. The team analyzes AR data to ensure 100% participation and that students are progressing toward their individual reading goals. The Literacy Team analyzes student progress monitoring data, and state assessment data to determine literacy needs in the areas of classroom instruction and school-wide initiatives to increase literacy and reading success for all students.

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

All classroom teachers have common planning time established with our master schedule. Teachers meet weekly with academic coaches to increase team effectiveness and focus on the tested standards and appropriate resources and assessments.

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

Our school's reputation as a consistently high performing Title I school over the past seven years is our best strategy to recruit highly qualified teachers who are certified in-field. Highly effective teachers are paired with teachers new to the school.

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

Every teacher who is new to our school (even experienced teachers coming from another school site) are assigned a school mentor. Often this mentor is a member of the school Leadership Team or is a Special Area teacher in the same field of study. These pairs meet throughout the year so that the new teacher has someone to explain the procedures, routines and expectations at our school. Each year our new teachers respond on the district survey indicating their high level of satisfaction with this arrangement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers meet throughout the school year in grade level and vertical teams to unpack the Florida Standards. Academic resource coaches and administration provide the structure for this ongoing activity to deepen teachers' understanding of the standards and implications for instruction and assessment.

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

Administration meets regularly with teachers to analyze student data based on ongoing progress monitoring data. Ability level groups are used during instruction blocks to provide for appropriate Tier 1 instruction. Teachers also provide Tier 2 and Tier 3 instructional interventions following data analysis of needs. Teachers then meet with Leadership every six weeks to analyze student response to Tier 2 / 3 interventions and determine if the intervention needs to be modified or continued. With this consistent implementation we have seen drastic increases in our learning gains on state assessments. We have implemented a STEM Acceleration Academy for high performing students in order to meet their unique academic needs.

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: Before School Program

Minutes added to school year: 800

Identified students meet with teachers before school to receive academic enrichment.

Strategy Rationale

The purpose of this early morning tutoring time is to provide additional enrichment opportunities for selected students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Vanhook, Kim, kim.vanhook@polk-fl.net

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

Learning gains on state assessments.

Strategy: Weekend Program

Minutes added to school year: 1,680

Identified students meet with teachers for 3.5 hours on Saturday mornings for eight weeks to receive academic assistance.

Strategy Rationale

The purpose of this weekend school tutoring time is to provide additional learning opportunities for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vanhook, Kim, kim.vanhook@polk-fl.net

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

State assessment results.

Strategy: After School Program

Minutes added to school year: 960

Identified students meet with teachers after school to receive academic assistance.

Strategy Rationale

The purpose of this after school tutoring time is to provide additional learning opportunities for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vanhook, Kim, kim.vanhook@polk-fl.net

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

State assessment results

Strategy: Summer Program

Minutes added to school year: 16,800

Identified students meet with teachers for 7 hours each day for 8 weeks to receive academic assistance.

Strategy Rationale

The purpose of this summer tutoring time is to provide additional learning opportunities for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vanhook, Kim, kim.vanhook@polk-fl.net

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

State Assessment results.

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

We work together with our district pre-k staff to ensure a smooth transition to the K-5 level. We offer Headstart Pre-K instruction on our campus. Our school psychologist serves on the Leadership Team for our zoned flow school for grades 6-8 in order to provide transition infrastructure as needed. Middle

school guidance counselors from local area schools visit Sandhill Elementary to provide information to 5th grade classes about transitioning to middle school.

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

Every other year we hold a Career Awareness day with over 30 careers represented. Students listen to presentations while taking notes using a thinking map format. At the end of the presentations the students write summaries of their learning. This event fosters partnerships with local business, industry and community organizations.

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

Does not apply at the elementary level.

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

Our STEM Academy will be initiating awareness of career and technical education opportunities through their curriculum.

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

Does not apply to the elementary level.

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 deliver highly effective standards based literacy instruction school wide to increase student achievement.

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 deliver highly effective standards based literacy instruction school wide to increase student achievement. **1a**

G074534

Targets Supported **1b**

Indicator	Annual Target
CELLA Writing Proficiency	46.0
ELA/Reading Gains District Assessment	100.0
Science Achievement District Assessment	

Resources Available to Support the Goal **2**

- Academic Coaches
- Thinking Maps Trainer
- Reading Wonders Professional Development Videos
- Input from Journey observations
- Leadership Team
- Kagan Cooperative Learning resources
- District Literacy Coaches

Targeted Barriers to Achieving the Goal **3**

- The paradigm shift from Reading block to Literacy block poses a barrier because teachers are unfamiliar and uncertain with how the literacy block should be structured.
- The limited time and resources to give new and developing teachers support to become more effective.

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

Teachers will work collaboratively with the academic coaches to observe highly effective literacy strategies and then implement those strategies in their own classroom. The implementation of these strategies will increase student achievement as evidenced by weekly assessments, FAIR, and learning gains on the 2016 Florida Standards Assessments.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 12/18/2015 to 5/27/2016

Evidence of Completion

Administrative observations along with leadership notes discussing data from teachers who have participated in the professional learning activity.

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 deliver highly effective standards based literacy instruction school wide to increase student achievement. **1**

 G074534

G1.B1 The paradigm shift from Reading block to Literacy block poses a barrier because teachers are unfamiliar and uncertain with how the literacy block should be structured. **2**

 B194662

G1.B1.S1 Through use of professional development in the area of writing with text evidence, teachers will understand the structure and assessed standards of the new state writing assessment. **4**

 S206216

Strategy Rationale

Without the professional development in the area of writing, teachers will not be able to understand what standards to focus on with their writing instruction.

Action Step 1 **5**

Provide professional development for teachers in the use of Thinking Maps to structure writing instruction.

Person Responsible

Nadia Lewis

Schedule

Quarterly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Agenda, sign in sheets. Follow up implementation monitored through administrative classroom walk throughs.

Action Step 2 5

School reading coach and district reading coach to provide professional development on effective writing strategies using text evidence, that align with the Florida State Standards in English Language Arts/Writing and with the new Florida State Assessment in writing.

Person Responsible

Jennifer Glasgow

Schedule

On 1/13/2016

Evidence of Completion

Writing samples of student performance following the implementation of the strategies provided in this training. Follow up implementation monitored through administrative classroom walk throughs.

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

Principal will collect teacher sign in sheets from professional development in writing and monitor follow up documentation.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 12/18/2015 to 5/27/2016

Evidence of Completion

Agendas, sign in sheets and follow up documentation.

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

Administration will conduct classroom walkthroughs to see the implementation of the learned strategies for use in writing instruction.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 12/14/2015 to 5/27/2016

Evidence of Completion

District Journey teacher evaluation online tool to indicate on EPC 2f the implementation of student writing in the content areas reflecting the Florida State Standards assessed on the Florida State Assessment for English Language Arts Writing.

G1.B1.S2 For consistent instructional expectations/practices teachers will travel through highly effective classrooms while focusing on specific teaching strategies such as setting a purpose for learning, student accountability, rigor, and instructional shifts. 4

 S206217

Strategy Rationale

If teachers can see the strategies modeled for them by peers and have collegial discussions about what makes the strategies high yielding, they will be more likely to put them into practice.

Action Step 1 5

Administration will determine the teachers who are having difficulty structuring their literacy block for effective instruction.

Person Responsible

Nadia Lewis

Schedule

Biweekly, from 11/30/2015 to 5/27/2016

Evidence of Completion

Leadership meeting notes and emails between administration and Reading coach

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

The Reading coach will coordinate with teachers and administrators to setup appropriate times to observe highly effective teachers for each 9 weeks.

Person Responsible

Jennifer Glasgow

Schedule

Biweekly, from 11/30/2015 to 5/27/2016

Evidence of Completion

After each professional learning cycle an administrator will give the teachers time to practice what they learned and then conduct a focused walk through on EPCs in Domain 2.

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

After each professional learning cycle an administrator will give the teachers time to practice what they learned and then conduct a focused walk through on EPCs in Domain 2.

Person Responsible

Nadia Lewis

Schedule

Biweekly, from 12/7/2015 to 5/27/2016


Evidence of Completion

The evidence that the strategies were implemented will be seen in the journey reports from completed focused observations.

G1.B5 The limited time and resources to give new and developing teachers support to become more effective. **2**

 B194666

G1.B5.S1 Develop a walkthrough schedule that will allow academic school based coaches to implement the coaching cycle while making efficient use of time. **4**

 S206218

Strategy Rationale

Implementation of the coaching cycle will increase effective instruction at all grade levels.

Action Step 1 **5**

The assistant principal will coordinate with the Reading Coach to determine open slots of time that she will be able to conduct the coaching cycle with teachers who need the extra support.

Person Responsible

Jennifer Glasgow

Schedule

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

Evidence of Completion

Coaching cycle documents including, calendar, notes, and lesson plans.

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

After the coaching cycle has been completed teachers will fill out forms that provide the principal with feedback as to what was gained during the experience.

Person Responsible

Nadia Lewis

Schedule

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

Evidence of Completion

A binder with feedback from teachers will be kept by the Reading coach and reviewed by the principal after each cycle.

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

Journey evaluation reports should indicate teacher growth in literacy instruction. There should also be student growth seen in weekly assessments and FAIR scores.

Person Responsible

Nadia Lewis

Schedule

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

Evidence of Completion

The evidence that the effectiveness of the strategy was monitored will be seen in leadership notes and teacher feedback forms.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development for teachers in the use of Thinking Maps to structure writing instruction.	Lewis, Nadia	10/1/2015	Agenda, sign in sheets. Follow up implementation monitored through administrative classroom walk throughs.	5/27/2016 quarterly
G1.B1.S2.A1	Administration will determine the teachers who are having difficulty structuring their literacy block for effective instruction.	Lewis, Nadia	11/30/2015	Leadership meeting notes and emails between administration and Reading coach	5/27/2016 biweekly
G1.B5.S1.A1	The assistant principal will coordinate with the Reading Coach to determine open slots of time that she will be able to conduct the coaching cycle with teachers who need the extra support.	Glasgow, Jennifer	8/24/2015	Coaching cycle documents including, calendar, notes, and lesson plans.	6/9/2016 monthly
G1.B1.S1.A2	School reading coach and district reading coach to provide professional development on effective writing strategies using text evidence, that align with the Florida State Standards in English Language Arts/Writing and with the new Florida State Assessment in writing.	Glasgow, Jennifer	12/9/2015	Writing samples of student performance following the implementation of the strategies provided in this training. Follow up implementation monitored through administrative classroom walk throughs.	1/13/2016 one-time
G1.MA1	Teachers will work collaboratively with the academic coaches to observe highly effective literacy strategies and then implement those strategies in their own classroom. The implementation of these strategies will increase student achievement as evidence by weekly assessments, FAIR, and learning gains on the 2016 Florida Standards Assessments.	Lewis, Nadia	12/18/2015	Administrative observations along with leadership notes discussing data from teachers who have participated in the professional learning activity.	5/27/2016 monthly
G1.B1.S1.MA1	Administration will conduct classroom walkthroughs to see the implementation of the learned strategies for use in writing instruction.	Lewis, Nadia	12/14/2015	District Journey teacher evaluation online tool to indicate on EPC 2f the implementation of student writing in the content areas reflecting the Florida State Standards assessed on the	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Florida State Assessment for English Language Arts Writing.	
G1.B1.S1.MA1	Principal will collect teacher sign in sheets from professional development in writing and monitor follow up documentation.	Lewis, Nadia	12/18/2015	Agendas, sign in sheets and follow up documentation.	5/27/2016 monthly
G1.B5.S1.MA1	Journey evaluation reports should indicate teacher growth in literacy instruction. There should also be student growth seen in weekly assessments and FAIR scores.	Lewis, Nadia	8/24/2015	The evidence that the effectiveness of the strategy was monitored will be seen in leadership notes and teacher feedback forms.	6/9/2016 monthly
G1.B5.S1.MA1	After the coaching cycle has been completed teachers will fill out forms that provide the principal with feedback as to what was gained during the experience.	Lewis, Nadia	8/24/2015	A binder with feedback from teachers will be kept by the Reading coach and reviewed by the principal after each cycle.	6/9/2016 weekly
G1.B1.S2.MA1	After each professional learning cycle an administrator will give the teachers time to practice what they learned and then conduct a focused walk through on EPCs in Domain 2.	Lewis, Nadia	12/7/2015	The evidence that the strategies were implemented will be seen in the journey reports from completed focused observations.	5/27/2016 biweekly
G1.B1.S2.MA1	The Reading coach will coordinate with teachers and administrators to setup appropriate times to observe highly effective teachers for each 9 weeks.	Glasgow, Jennifer	11/30/2015	After each professional learning cycle an administrator will give the teachers time to practice what they learned and then conduct a focused walk through on EPCs in Domain 2.	5/27/2016 biweekly

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 deliver highly effective standards based literacy instruction school wide to increase student achievement.

G1.B1 The paradigm shift from Reading block to Literacy block poses a barrier because teachers are unfamiliar and uncertain with how the literacy block should be structured.

G1.B1.S1 Through use of professional development in the area of writing with text evidence, teachers will understand the structure and assessed standards of the new state writing assessment.

PD Opportunity 1

Provide professional development for teachers in the use of Thinking Maps to structure writing instruction.

Facilitator

Jennifer Glasgow, Reading Coach

Participants

Teachers, K-5

Schedule

Quarterly, from 10/1/2015 to 5/27/2016

PD Opportunity 2

School reading coach and district reading coach to provide professional development on effective writing strategies using text evidence, that align with the Florida State Standards in English Language Arts/Writing and with the new Florida State Assessment in writing.

Facilitator

Christopher Brennan, District Reading Coach and Jenny Glasgow, School Reading Coach

Participants

All classroom teachers, K-5

Schedule

On 1/13/2016

G1.B5 The limited time and resources to give new and developing teachers support to become more effective.

G1.B5.S1 Develop a walkthrough schedule that will allow academic school based coaches to implement the coaching cycle while making efficient use of time.

PD Opportunity 1

The assistant principal will coordinate with the Reading Coach to determine open slots of time that she will be able to conduct the coaching cycle with teachers who need the extra support.

Facilitator

Jennifer Glasgow

Participants

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	Provide professional development for teachers in the use of Thinking Maps to structure writing instruction.				\$28,073.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Sandhill Elementary School	Title I Part A		\$28,073.00
<i>Notes: Academic coach salary</i>						
2	G1.B1.S1.A2	School reading coach and district reading coach to provide professional development on effective writing strategies using text evidence, that align with the Florida State Standards in English Language Arts/Writing and with the new Florida State Assessment in writing.				\$0.00
3	G1.B1.S2.A1	Administration will determine the teachers who are having difficulty structuring their literacy block for effective instruction.				\$0.00
4	G1.B5.S1.A1	The assistant principal will coordinate with the Reading Coach to determine open slots of time that she will be able to conduct the coaching cycle with teachers who need the extra support.				\$0.00
					Total:	\$28,073.00