

Polk County Public Schools

Spook Hill Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	C	B

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Spook Hill Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

As a Title One School, every attempt is made to conduct at least one parent conference for every student throughout the year to ensure a better understanding of what is happening inside the home. Family nights are planned throughout the year in an effort to promote family and community involvement. Spook Hill Elementary staff also works with community groups including churches, social organizations, and our migrant liaison to connect with students and families in their home environments.

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

Spook Hill Elementary is a Positive Behavior Intervention Support School which emphasizes the use of preventative teaching and reinforcement based strategies. Established school-wide expectations are continuously taught and reinforced with all students throughout the year. In addition, students meeting or exceeding expectations are positively reinforced through specific, positive praise, and incentives.

School-wide safety plans are developed and communicated to all staff each year. Student supervision is provided from 7:30 - 3:30 each day, unless extenuating circumstances warrant extensions. To ensure adequate supervision, teachers and support staff are assigned to specific duty schedules before, during, and after school to ensure students are monitored at all times.

District wide bullying prevention lessons are taught at the beginning of each year. Students and parents

are also encouraged to report cases of bullying through a bullying box, online reporting system or in person. Each reported case is taken seriously and followed up on.

In addition, we have a school resource officer assigned through the Lake Wales Police Department that provides support and assistance as needed.

c. 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 PBIS team implements an on-going plan of action each year. School-wide and classroom expectations are explicitly taught the first weeks of school and reinforced throughout the year.

Teachers follow the discipline flowchart located in the PBIS manual. This chart provides a step by step guide on how to address behavioral issues in and out of the classroom.

Minor behavioral issues are managed by the classroom and special area teachers. On the first offense, the student receives a verbal warning and redirection. The expectation is reinforced with a replacement behavior. Beginning with the 2nd offense for the same behavior, the teacher begins documentation using the Minor Behavior Tracking Form and provides an appropriate intervention strategy. Four offenses for the same behavior over a period of time could result in an office referral.

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

To encourage positive behavior, teachers award up to 5 points a day for displaying the school-wide expectations. Students earning 80% of the possible points throughout the week are rewarded with a Fun Friday activity with the classroom teacher. Students earning 80% of the possible points throughout a given month are rewarded with an appropriate grade level activity. School-wide quarterly awards are provided for students earning 80% of possible points within a quarter. Business sponsors assist with covering the costs.

Students also earn Gold Tickets for demonstrating school-wide expectations. Each teacher identifies a minimum of (2) students per week to receive a Gold Ticket. These tickets are then placed in a basket and weekly drawings of the tickets are conducted to honor these students with small prizes.

d. 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.

Students in need of additional support are recommended to the PBIS team for an appropriate tier 2/3 intervention. Check-in/Check-out is one tier 2 strategy utilized throughout the school. With this strategy, staff members volunteer to mentor these students to provide stability and create positive relationships. Our guidance counselor also provides individual and group counseling sessions on an as needed basis. Additionally, mental health counseling is available to qualifying students.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Using the data within IDEAS, staff members are able to track students' state assessment data, ESE/504/ELL/Lunch status, attendance record, out-of-school suspensions as well as overage students and retention status.

The early warning chart below reflects EOY data from 2015-2016 for our current student population.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	17	18	18	11	10	0	0	0	0	0	0	0	77
One or more suspensions	1	3	8	9	6	8	0	0	0	0	0	0	0	35
Course failure in ELA or Math	13	5	4	7	1	0	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	8	17	43	0	0	0	0	0	0	0	68

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	6	4	1	8	0	0	0	0	0	0	0	19

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

The master schedule supports a staggered schedule for iii reading times to provide maximum support for K-5 students. During this time, students receive intensive intervention from classroom teachers, ESE Support teachers, Reading Interventionist, ESOL paraprofessional, Americorps tutors, and/or paraprofessionals.

Teachers record and analyze data using a school-wide online data reporting system and participate in bi-monthly, grade level, data analysis for the purpose of aligning curriculum and instruction with students' needs. In addition, this system is used to record and track tier/2/3 MTSS interventions and data for the purpose of ESE referral.

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

The school's guidance counselor and social worker track student attendance data and conduct attendance meetings/hearings with parents of truant students in an effort of improving attendance and increasing student performance.

The PBIS team analyzes behavioral data monthly for the purpose of identifying students in need of additional support.

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310924>.

2. Description

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

2. 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 within our classrooms. We also elicit monetary partnerships between businesses and classrooms so that classroom teachers can purchase additional classroom supplies or curriculum. Also, business partnerships help support our PBIS system with rewards for students meeting school-wide expectations. A local church has adopted the school and provided monetary and in kind donations.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Kauffman, Rubie	Assistant Principal
Roberts, Lydia	Teacher, K-12
Browning, Michelle	Principal
Hileman, Anthony	School Counselor
Highley, Ashley	Teacher, K-12
Sherer, Janan	Teacher, K-12
Gage, Debra	Teacher, K-12
Socorro, Vivian	Instructional Coach
Jewell, Rhonda	Instructional Coach

b. Duties

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

Principal: (Required Member) The principal provides a common vision for the use of data-based decision –making and models the Problem Solving Process, supervises the development of a strong infrastructure for implementation of MTSS and ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures and participates in adequate professional learning to support MTSS implementation, develops a culture of expectation with the school staff for the implementation of MTSS school wide, ensures resources are assigned to those areas in most need, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists principal in providing a common vision for the use of data-based decision-making,

assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Attend district professional development offerings and communicate curriculum expectations regarding core instruction and assessment to colleagues, lead and participate in student data collection and delivery of Tier 1 instruction/intervention, collaborate with staff regarding implementation of Tier 2/3 interventions, and align instruction and materials to meet Tier 1, 2 and 3 support.

Reading/Math Coaches: Develop, lead, and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

The Reading Interventionist is responsible for providing foundational literacy skills to students in the bottom 25th percentile in reading.

Guidance Counselor: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students. Facilitate regularly scheduled MTSS meetings with academic teachers for the purpose of ongoing progress monitoring, facilitate documentation and tracking of tier 2/3 academic and behavioral interventions, communicate with child-serving community agencies and district level support to support the students' academic, emotional, behavioral, and social success.

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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School based Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The SBLT also fosters a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

The Administrative Leadership Team (administrators, school-based, coaches and guidance counselor) will meet weekly and the entire SBLT will meet monthly to engage in the following activities:

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

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

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

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

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michelle Browning	Principal
Rubie Kauffman	Education Support Employee
Angela Buchanan	Business/Community
Ashley Highley	Teacher
Debra Gage	Teacher
Edward Palmer	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the initial SAC meeting of the 2016-2017 school year, SAC members will review the 2016 School Grade and/or student achievement data as compared to the 2015-2016 SIP goals/strategies to determine overall effectiveness. In addition, they will make recommendations as to which goals/strategies need to be added, revised, continued or discontinued for the upcoming school year.

b. Development of this school improvement plan

The Council makes recommendations and assists the school administration in all areas of school improvement. Members determine school improvement priorities, publicize the school improvement plan, support and monitor the school improvement plan, and determine the effectiveness of the school improvement plan. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

c. Preparation of the school's annual budget and plan

The School Advisory Councils is responsible for reviewing the school Title One and operating budgets as well approval of the school's lottery allocations and school recognition funds.

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

The majority of Title One funds were used to purchase personnel, instructional materials and software for student use, parental involvement materials such as student agendas, and teacher stipends for tutoring. The amount allocated for each is as follows:

- Personnel (Reading Interventionist, Literacy Coach, and (3) paraprofessionals: \$186,164.42
- Instructional materials and classroom supplies: \$3,967.20
- Student agendas and Parental Involvement supplies: \$7,395.21
- Tutoring: \$4445.37
- Software: \$5,500.00
- Substitutes for curriculum development/staff development: \$707.20

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Browning, Michelle	Principal
Kauffman, Rubie	Assistant Principal
Roberts, Lydia	Teacher, K-12
Gage, Debra	Teacher, K-12
Trantham, Michele	Teacher, K-12
Hileman, Anthony	School Counselor
Socorro, Vivian	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes improvement in school-wide reading performance by monitoring students' performance on all progress monitoring assessments and identifying appropriate intervention strategies for individual students. Additionally, the LLT supports the Accelerated Reader Program and rewards students who participate. 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 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. Ongoing analysis of progress monitoring data with instructional staff 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.

D. Public and Collaborative Teaching

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

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

All grade level teachers are afforded common planning for the purpose of collaboration. Instructional coaches and administration meet with grade level teachers weekly by content area to facilitate the development of standards-based lesson and student tasks.

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

Professional Learning Communities are held with administration and instructional coaches for the purpose of data analysis and/or professional development. Daily common planning time is provided for all grade levels and weekly collaborative planning sessions are held to support teachers with standards-based lesson planning. The district-wide online RHS System is used to identify and recruit highly qualified and certified teachers and all qualifying new teachers are assigned a mentor teacher for support.

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

In addition to using the district's PEC program, mentor teachers assigned to all qualifying teachers to assist with curriculum development, classroom management, parent/teacher conferences, and progress monitoring of student performance data. In addition the school-based instruction coaches will mentor all struggling teachers through the coaching cycle.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Instructional coaches facilitate grade level collaborative planning by content area to ensure lesson plans, instructional resources and student tasks are aligned with Florida standards. Additionally, walk-through, informal, and formal observations with feedback are provided for teachers for the purpose of monitoring the instructional program. We also invite district personnel to conduct non-evaluative walk-through observations with administration to ensure that the maps are being followed with fidelity.

b. Instructional Strategies

1. 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. Data chats are held by administration, instructional coaches, 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/IEP goals. 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 an ESOL paraprofessional, and ESE Inclusion teachers. Our Speech/Language students are also provided instruction/therapy through the school's speech pathologist. The use of the Reading Wonders program allows for differentiation to occur within 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.

2. 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: 0

After school tutoring for students with reading and/or math deficiencies are provided by individual teachers as needed. We also offer the following enrichment opportunities for our students: National Elementary Honor Society, Casper News Network, patrols, academic team, 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)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kauffman, Rubie, rubie.kauffman@polk-fl.net

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

STAR Early Literacy, FAIR FS, Reading Wonders weekly assessments, Go Math BOY, MOY, EOY assessments, MFAS weekly benchmark assessments: All data will be analyzed to determine individual students' progress towards mastery of the Florida Standards.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At the onset of each new school year, pre-school teachers meet with each parent, tour the school, review the individual student's IEP, and review classroom expectations.

Spook Hill assists preschool children in transition from early childhood programs to elementary programs by hosting a kindergarten round-up each spring. At this time, parents and students are afforded the opportunity to visit active kindergarten classrooms, tour the school, complete registration information and ask questions.

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. As a method of evaluating the overall success of the transition from Preschool to Kindergarten, Kindergarten students are given the FLKRS test within the first 30 days of school to provide teachers, as well as other key personnel, valuable indicators of academic readiness and needs. PS/RTI strategies will be used to assist Kindergarten students who score low on the Florida Kindergarten Readiness Screener (FLKRS) and/or district assessments.

An open Orientation is held each August for all grade levels for the purpose of meeting new teachers, touring the school, receiving supply lists, buying necessary school uniforms, receiving information regarding bus transportation, and other relevant information.

In the spring, all fifth grade students are afforded an opportunity to meet with representatives from the two local middle schools to learn about their respective special programs and select course offerings. Additionally, all fifth grade students are invited to participate in the district-wide WE3 Expo in November of each year to learn about the special schools and programs offerings throughout the district.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

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.** Provide a safe, nurturing, and structured learning environment to increase desirable student behavior and decrease office discipline referrals.
- G2.** Promote involvement of parents and family members through targeted family engagement activities.
- G3.** Teachers will 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 2016-2017 school year.
- G4.** Provide intensive instruction intervention targeted at specific student needs to raise academic performance in ELA and Math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Provide a safe, nurturing, and structured learning environment to increase desirable student behavior and decrease office discipline referrals. 1a

G087101

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	200.0

Targeted Barriers to Achieving the Goal 3

- lack of school-wide common language and appropriate behavioral intervention strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS Coaches
- CHAMPS
- Instructional Coaches
- Guidance Counselor
- Social Worker

Plan to Monitor Progress Toward G1. 8

Discipline data will be reviewed to determine a decrease in office discipline referrals and an increase in student participation in PBIS celebrations

Person Responsible

Ashley Highley

Schedule

Evidence of Completion

Discipline data, PBIS celebration data

G2. Promote involvement of parents and family members through targeted family engagement activities.

1a

G087102

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	80.0

Targeted Barriers to Achieving the Goal 3

- lack of parental knowledge/support regarding Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title One Parent Resource Centers
- Online resources

Plan to Monitor Progress Toward G2. 8

District surveys will be conducted and analyzed to determine parental satisfaction.

Person Responsible

Rubie Kauffman

Schedule

On 4/3/2017

Evidence of Completion

district survey (dates are approximate)

G3. Teachers will 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 2016-2017 school year. 1a

G087103

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	51.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	52.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of depth of standards
- Lack of high yield teaching strategies to actively engage students in their learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration
- Instructional Coaches
- Florida Standards Curriculum Guides
- District Personnel
- CPALMS
- Reading Wonders
- GO Math
- Kathy Robinson Math Centers
- Ongoing Progress Monitoring - FAIR, IBTP
- On-site and off-site professional development opportunities
- District Curriculum Maps
- 5E Science lessons within Moodle
- Think Central
- Collaborative planning

Plan to Monitor Progress Toward G3. 8

On-going progress monitoring data will be analyzed to determine student achievement towards grade level standards.

Person Responsible

Michelle Browning

Schedule

Quarterly, from 9/19/2016 to 6/9/2017

Evidence of Completion

Data from STAR Early Literacy, FAIR-FS, IBTP, Go-Math, Reading Wonders, OGA and progress monitoring data

G4. Provide intensive instruction intervention targeted at specific student needs to raise academic performance in ELA and Math. 1a

G087104

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	52.0
Math Gains	56.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge in how to disaggregate and analyze student data for the purpose of aligning curriculum and instruction

Resources Available to Help Reduce or Eliminate the Barriers 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
- SharePoint
- Ongoing Progress Monitoring (FAIR, IBTP, Reading Wonders, Go-Math)

Plan to Monitor Progress Toward G4. 8

Ongoing student achievement data will be analyzed to determine academic achievement towards targets.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion


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

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. Provide a safe, nurturing, and structured learning environment to increase desirable student behavior and decrease office discipline referrals. 1

G087101

G1.B2 lack of school-wide common language and appropriate behavioral intervention strategies 2

B231580

G1.B2.S1 To develop and implement a school-wide common language to promote positive student behavior. 4

S244296

Strategy Rationale

Clear expectations will promote positive student behavior.

Action Step 1 5

Establish and communicate school-wide PBIS expectations and PBIS reward system to all staff.

Person Responsible

Ashley Highley

Schedule

On 8/12/2016

Evidence of Completion

PBIS handouts/PowerPoint, Pre-planning agenda

Action Step 2 5

Introduce CHAMPS approach to teachers

Person Responsible

Michelle Browning

Schedule

On 8/12/2016

Evidence of Completion

Pre-planning agenda, PowerPoint, Caspergram

Action Step 3 5

Conduct book study of CHAMPS

Person Responsible

Michelle Browning

Schedule

Biweekly, from 9/12/2016 to 12/16/2016

Evidence of Completion

Grade level notes/artifacts

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

PBIS coaches will ensure recognitions are provided to students meeting school-wide expectations 80% of the time. Classroom observations will be conducted to ensure teacher compliance with CHAMPS strategies.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/2/2016 to 6/9/2017

Evidence of Completion

Weekly, monthly, quarterly PBIS celebration lists, feedback from classroom observations

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

Discipline data will be reviewed monthly to create actions steps to respond to patterns and trends in student behavior.

Person Responsible

Ashley Highley

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

discipline data

G2. Promote involvement of parents and family members through targeted family engagement activities. 1

G087102

G2.B1 lack of parental knowledge/support regarding Florida Standards 2

B231581

G2.B1.S1 Promote academic support for students through targeted, data driven, family engagement activities. 4

S244297

Strategy Rationale

If parents are provided with the knowledge and skills to interpret student performance data and provide support to their student(s), then student performance will increase.

Action Step 1 5

Introduce Academic Parent Teacher Team meetings to teachers.

Person Responsible

Michelle Browning

Schedule

On 8/31/2016

Evidence of Completion

Pre-planning agenda, PowerPoint, handouts, Caspergram

Action Step 2 5

Grade level teams submit (2) Family Engagement night dates to administration, one per semester.

Person Responsible

Michelle Browning

Schedule

On 8/31/2016

Evidence of Completion

school calendar

Action Step 3 5

Grade level teams plan and present collective grade level/classroom data and individual student performance data with parents, as well as instructional strategies to assist with learning at home.

Person Responsible

Michelle Browning

Schedule

Semiannually, from 9/19/2016 to 4/28/2017

Evidence of Completion

sign-in sheets, PowerPoints/artifacts

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

Administration will ensure each grade submits and hosts (2) Family Engagement nights with parents, one per semester.

Person Responsible

Michelle Browning

Schedule

Semiannually, from 8/31/2016 to 4/28/2017

Evidence of Completion

school calendar, artifacts from presentations

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

Parents will complete an evaluation of the grade level meetings to determine their effectiveness.

Person Responsible

Michelle Browning

Schedule

Semiannually, from 9/26/2016 to 4/28/2017

Evidence of Completion

parent evaluations

G3. Teachers will 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 2016-2017 school year. 1

G087103

G3.B1 Lack of understanding of depth of standards 2

B231582

G3.B1.S1 Instructional coaches will provide a supportive environment where teachers collaboratively unpack standards and align curriculum and instruction to address the depth and breadth of grade level standards. 4

S244298

Strategy Rationale

Providing time for grade level, collaborative planning will support common lesson plans across grade levels focused on Florida Standards.

Action Step 1 5

Establish group norms/roles/tasks prior to collaborative planning.

Person Responsible

Rubie Kauffman

Schedule

On 9/2/2016

Evidence of Completion

Established group norms, minutes from collaborative planning sessions

Action Step 2 5

Schedule weekly grade level/content area collaborative planning sessions with instructional coaches and administration.

Person Responsible

Michelle Browning

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Weekly collaborative planning schedules, sign-in sheets

Action Step 3 5

Train teachers on how to deconstruct standards in preparation of collaborative planning sessions.

Person Responsible

Rubie Kauffman

Schedule

On 9/2/2016

Evidence of Completion

minutes from collaborative planning sessions

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Instructional Coaches will maintain sign in sheets and document progress of collaborative planning sessions through weekly minutes.

Person Responsible

Rubie Kauffman

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

copy of collaborative planning minutes/sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom observations will be conducted to ensure grade level standards are being taught and student tasks are aligned with the standards.

Person Responsible

Rubie Kauffman


Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

lesson plans, student work samples, observation feedback

G3.B2 Lack of high yield teaching strategies to actively engage students in their learning **2**

 B231583

G3.B2.S1 Implement coaching cycle for planning and delivery of standards based instruction. **4**

 S244299

Strategy Rationale

Providing support for teachers, especially struggling teachers, will enhance their skill level and promote greater academic success for students.

Action Step 1 **5**

Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.

Person Responsible

Michelle Browning

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

coach's log, collaborative planning minutes/sign-in sheets

Action Step 2 **5**

Instructional coaches will provide professional development to increase teacher knowledge and application of effective instructional strategies as aligned with Florida Standards.

Person Responsible

Michelle Browning

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

agendas, PowerPoints/Handouts from PD, Sign-in Sheets

Action Step 3 5

Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.

Person Responsible

Michelle Browning

Schedule

Weekly, from 9/5/2016 to 3/31/2017

Evidence of Completion

weekly monitoring schedule

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Coach's logs will be monitored to determine implementation of coaching cycle. Artifacts from PD will be monitored to determine implementation of PD trainings. Feedback from classroom observations will be reviewed to monitor to adherence to schedule.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/5/2016 to 3/31/2017

Evidence of Completion

Coach's logs, PD artifacts, SBLT monitoring schedule/minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Coach's logs will be monitored to determine implementation of coaching cycle. Artifacts from PD will be monitored to determine implementation of PD trainings. Feedback from classroom observations will be reviewed to monitor to adherence to schedule.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/5/2016 to 3/31/2017

Evidence of Completion

Coach's logs, PD artifacts, SBLT monitoring schedule/minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom observations will be conducted to ensure teachers are applying knowledge gained from PD and coaching cycle.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/5/2016 to 3/31/2017

Evidence of Completion

Observation feedback

G4. Provide intensive instruction intervention targeted at specific student needs to raise academic performance in ELA and Math. 1

G087104

G4.B1 Lack of knowledge in how to disaggregate and analyze student data for the purpose of aligning curriculum and instruction 2

B231584

G4.B1.S1 Provide guidance in collecting and disaggregating student data as well as interpreting the outcomes and next steps. 4

S244300

Strategy Rationale

Tracking student data will provide teachers with the necessary information to align/adjust curriculum and instruction. In addition, it will allow for a deeper understanding of individual/class academic performance in comparison to the school and district.

Action Step 1 5

Create online data tracking system for teachers to record progress monitoring data within SharePoint

Person Responsible

Michelle Browning

Schedule

On 8/26/2016

Evidence of Completion

Progress monitoring tool

Action Step 2 5

Teachers will collect and record ongoing progress monitoring data within SharePoint.

Person Responsible

Vivian Socorro

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

data file in SharePoint

Action Step 3 5

Communicate expectations/purpose of progress monitoring tool to instructional staff.

Person Responsible

Michelle Browning

Schedule

On 8/8/2016

Evidence of Completion

Pre-Planning Agenda/PowerPoint

Action Step 4 5

Schedule grade level meetings to analyze student performance data for the purpose of differentiating instruction and providing tiered support.

Person Responsible

Vivian Socorro

Schedule

Biweekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

During weekly collaborative planning sessions, data will be accessed by instructional coaches and grade level teachers to determine need for differentiated support.

Person Responsible

Rubie Kauffman

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/documentation of tier 2/3 interventions

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom observations will be conducted during whole group and small group instruction to ensure differentiated support is being provided to students.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

classroom observation data and feedback - Journey, MTSS data

G4.B1.S2 Providing intensive intervention instruction for all students identified as needing support in ELA and/or math. 4

 S244301

Strategy Rationale

Providing struggling students with additional time for reading and math will increase student achievement and close the achievement gap.

Action Step 1 5

Create master schedule to accommodate staggered iii times for all grade levels.

Person Responsible

Rubie Kauffman

Schedule

On 8/3/2016

Evidence of Completion

master schedule

Action Step 2 5

Create schedules for support staff to provide interventions for identified ESE, ELL and struggling readers.

Person Responsible

Rubie Kauffman

Schedule

On 9/2/2016

Evidence of Completion

copies of support staff schedules

Action Step 3 **5**

Instructional coaches will provide appropriate intervention strategies and resources to classroom teachers during collaborative planning sessions based upon data analysis.

Person Responsible

Rubie Kauffman

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

collaborative planning minutes

Plan to Monitor Fidelity of Implementation of G4.B1.S2 **6**

Classroom observations during iii time will be conducted to ensure implementation of small group instruction.

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

sign-in sheets, meeting minutes, teacher documentation of academic intervention plans and data collection

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 **7**

Monthly data chats will be conducted with teachers to review student progress of academic interventions and need for additional tiered support.

Person Responsible

Anthony Hileman




















Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

sign-in sheets, MTSS data/intervention plans, meeting minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M328272	Discipline data will be reviewed to determine a decrease in office discipline referrals and an...	Highley, Ashley	6/2/2017	Discipline data, PBIS celebration data	No End Date one-time
G4.B1.S2.A1  A316350	Create master schedule to accommodate staggered iii times for all grade levels.	Kauffman, Rubie	8/3/2016	master schedule	8/3/2016 one-time
G4.B1.S1.A3  A316348	Communicate expectations/purpose of progress monitoring tool to instructional staff.	Browning, Michelle	8/8/2016	Pre-Planning Agenda/PowerPoint	8/8/2016 one-time
G1.B2.S1.A1  A316334	Establish and communicate school-wide PBIS expectations and PBIS reward system to all staff.	Highley, Ashley	8/8/2016	PBIS handouts/PowerPoint, Pre-planning agenda	8/12/2016 one-time
G1.B2.S1.A2  A316335	Introduce CHAMPS approach to teachers	Browning, Michelle	8/12/2016	Pre-planning agenda, PowerPoint, Caspergram	8/12/2016 one-time
G4.B1.S1.A1  A316346	Create online data tracking system for teachers to record progress monitoring data within SharePoint	Browning, Michelle	8/8/2016	Progress monitoring tool	8/26/2016 one-time
G2.B1.S1.A1  A316337	Introduce Academic Parent Teacher Team meetings to teachers.	Browning, Michelle	8/8/2016	Pre-planning agenda, PowerPoint, handouts, Caspergram	8/31/2016 one-time
G2.B1.S1.A2  A316338	Grade level teams submit (2) Family Engagement night dates to administration, one per semester.	Browning, Michelle	8/15/2016	school calendar	8/31/2016 one-time
G3.B1.S1.A1  A316340	Establish group norms/roles/tasks prior to collaborative planning.	Kauffman, Rubie	8/29/2016	Established group norms, minutes from collaborative planning sessions	9/2/2016 one-time
G3.B1.S1.A3  A316342	Train teachers on how to deconstruct standards in preparation of collaborative planning sessions.	Kauffman, Rubie	8/29/2016	minutes from collaborative planning sessions	9/2/2016 one-time
G4.B1.S2.A2  A316351	Create schedules for support staff to provide interventions for identified ESE, ELL and struggling...	Kauffman, Rubie	8/22/2016	copies of support staff schedules	9/2/2016 one-time
G1.B2.S1.A3  A316336	Conduct book study of CHAMPS	Browning, Michelle	9/12/2016	Grade level notes/artifacts	12/16/2016 biweekly
G3.B2.S1.MA1  M328278	Classroom observations will be conducted to ensure teachers are applying knowledge gained from PD...	Browning, Michelle	9/5/2016	Observation feedback	3/31/2017 monthly
G3.B2.S1.MA1  M328279	Coach's logs will be monitored to determine implementation of coaching cycle. Artificats from PD...	Browning, Michelle	9/5/2016	Coach's logs, PD artifacts, SBLT monitoring schedule/minutes	3/31/2017 monthly
G3.B2.S1.MA1  M328280	Coach's logs will be monitored to determine implementation of coaching cycle. Artificats from PD...	Browning, Michelle	9/5/2016	Coach's logs, PD artifacts, SBLT monitoring schedule/minutes	3/31/2017 monthly
G3.B2.S1.A3  A316345	Weekly monitoring schedules will be created for the purpose of collecting observation data and...	Browning, Michelle	9/5/2016	weekly monitoring schedule	3/31/2017 weekly
G2.MA1  M328275	District surveys will be conducted and analyzed to determine parental satisfaction.	Kauffman, Rubie	4/3/2017	district survey (dates are approximate)	4/3/2017 one-time
G2.B1.S1.MA1  M328273	Parents will complete an evaluation of the grade level meetings to determine their effectiveness.	Browning, Michelle	9/26/2016	parent evaluations	4/28/2017 semiannually
G2.B1.S1.MA1  M328274	Administration will ensure each grade submits and hosts (2) Family Engagement nights with parents,...	Browning, Michelle	8/31/2016	school calendar, artifacts from presentations	4/28/2017 semiannually

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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
G2.B1.S1.A3 A316339	Grade level teams plan and present collective grade level/classroom data and individual student...	Browning, Michelle	9/19/2016	sign-in sheets, PowerPoints/artifacts	4/28/2017 semiannually
G3.B1.S1.MA1 M328276	Classroom observations will be conducted to ensure grade level standards are being taught and...	Kauffman, Rubie	9/12/2016	lesson plans, student work samples, observation feedback	5/26/2017 weekly
G4.B1.S1.MA1 M328282	Classroom observations will be conducted during whole group and small group instruction to ensure...	Browning, Michelle	9/26/2016	classroom observation data and feedback - Journey, MTSS data	5/26/2017 monthly
G4.MA1 M328286	Ongoing student achievement data will be analyzed to determine academic achievement towards targets.	Browning, Michelle	9/19/2016	FAIR-FS, Ongoing IBTP assessments, teacher made assessments, Reading Wonders and GO Math assessments, District Writing Progress Monitoring Assessments	6/2/2017 monthly
G1.B2.S1.MA1 M328270	Discipline data will be reviewed monthly to create actions steps to respond to patterns and trends...	Highley, Ashley	9/2/2016	discipline data	6/2/2017 monthly
G3.B1.S1.MA1 M328277	Instructional Coaches will maintain sign in sheets and document progress of collaborative planning...	Kauffman, Rubie	8/29/2016	copy of collaborative planning minutes/sign-in sheets	6/2/2017 weekly
G4.B1.S1.MA1 M328283	During weekly collaborative planning sessions, data will be accessed by instructional coaches and...	Kauffman, Rubie	9/19/2016	Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/documentation of tier 2/3 interventions	6/2/2017 weekly
G4.B1.S1.A2 A316347	Teachers will collect and record ongoing progress monitoring data within SharePoint.	Socorro, Vivian	9/19/2016	data file in SharePoint	6/2/2017 weekly
G4.B1.S1.A4 A316349	Schedule grade level meetings to analyze student performance data for the purpose of...	Socorro, Vivian	9/19/2016		6/2/2017 biweekly
G4.B1.S2.MA1 M328284	Monthly data chats will be conducted with teachers to review student progress of academic...	Hileman, Anthony	9/26/2016	sign-in sheets, MTSS data/intervention plans, meeting minutes	6/2/2017 monthly
G4.B1.S2.MA1 M328285	Classroom observations during iii time will be conducted to ensure implementation of small group...	Browning, Michelle	9/6/2016	sign-in sheets, meeting minutes, teacher documentation of academic intervention plans and data collection	6/2/2017 monthly
G4.B1.S2.A3 A316352	Instructional coaches will provide appropriate intervention strategies and resources to classroom...	Kauffman, Rubie	9/5/2016	collaborative planning minutes	6/2/2017 weekly
G3.MA1 M328281	On-going progress monitoring data will be analyzed to determine student achievement towards grade...	Browning, Michelle	9/19/2016	Data from STAR Early Literacy, FAIR-FS, IBTP, Go-Math, Reading Wonders, OGA and progress monitoring data	6/9/2017 quarterly
G1.B2.S1.MA1 M328271	PBIS coaches will ensure recognitions are provided to students meeting school-wide expectations 80%...	Browning, Michelle	9/2/2016	Weekly, monthly, quarterly PBIS celebration lists, feedback from classroom observations	6/9/2017 monthly
G3.B1.S1.A2 A316341	Schedule weekly grade level/content area collaborative planning sessions with instructional coaches...	Browning, Michelle	8/29/2016	Weekly collaborative planning schedules, sign-in sheets	6/9/2017 weekly
G3.B2.S1.A1 A316343	Instructional coaches will model and assist with planning and instructional delivery for classroom...	Browning, Michelle	8/22/2016	coach's log, collaborative planning minutes/sign-in sheets	6/9/2017 weekly
G3.B2.S1.A2 A316344	Instructional coaches will provide professional development to increase teacher knowledge and...	Browning, Michelle	8/29/2016	agendas, PowerPoints/Handouts from PD, Sign-in Sheets	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. Provide a safe, nurturing, and structured learning environment to increase desirable student behavior and decrease office discipline referrals.

G1.B2 lack of school-wide common language and appropriate behavioral intervention strategies

G1.B2.S1 To develop and implement a school-wide common language to promote positive student behavior.

PD Opportunity 1

Introduce CHAMPS approach to teachers

Facilitator

Michelle Browning

Participants

K-5 teachers

Schedule

On 8/12/2016

PD Opportunity 2

Conduct book study of CHAMPS

Facilitator

Grade level chairs

Participants

k-5 teachers

Schedule

Biweekly, from 9/12/2016 to 12/16/2016

G2. Promote involvement of parents and family members through targeted family engagement activities.

G2.B1 lack of parental knowledge/support regarding Florida Standards

G2.B1.S1 Promote academic support for students through targeted, data driven, family engagement activities.

PD Opportunity 1

Grade level teams plan and present collective grade level/classroom data and individual student performance data with parents, as well as instructional strategies to assist with learning at home.

Facilitator

Grade level teachers

Participants

parents

Schedule

Semiannually, from 9/19/2016 to 4/28/2017

G3. Teachers will 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 2016-2017 school year.

G3.B1 Lack of understanding of depth of standards

G3.B1.S1 Instructional coaches will provide a supportive environment where teachers collaboratively unpack standards and align curriculum and instruction to address the depth and breadth of grade level standards.

PD Opportunity 1

Train teachers on how to deconstruct standards in preparation of collaborative planning sessions.

Facilitator

Vivian Socorro/Rhonda Jewell

Participants

K-5 teachers

Schedule

On 9/2/2016

G3.B2 Lack of high yield teaching strategies to actively engage students in their learning

G3.B2.S1 Implement coaching cycle for planning and delivery of standards based instruction.

PD Opportunity 1

Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.

Facilitator

Rhonda Jewell/Vivian Socorro

Participants

K-5 teachers

Schedule

Weekly, from 8/22/2016 to 6/9/2017

PD Opportunity 2

Instructional coaches will provide professional development to increase teacher knowledge and application of effective instructional strategies as aligned with Florida Standards.

Facilitator

Rhonda Jewell/Vivian Socorro

Participants

K-5 teachers

Schedule

Monthly, from 8/29/2016 to 6/9/2017

VI. Technical Assistance Items

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

G4. Provide intensive instruction intervention targeted at specific student needs to raise academic performance in ELA and Math.

G4.B1 Lack of knowledge in how to disaggregate and analyze student data for the purpose of aligning curriculum and instruction

G4.B1.S1 Provide guidance in collecting and disaggregating student data as well as interpreting the outcomes and next steps.

TA Opportunity 1

Create online data tracking system for teachers to record progress monitoring data within SharePoint

Facilitator

Vivian Socorro

Participants

K-5 teachers

Schedule

On 8/26/2016

VII. Budget

1	G1.B2.S1.A1	Establish and communicate school-wide PBIS expectations and PBIS reward system to all staff.				\$0.00
2	G1.B2.S1.A2	Introduce CHAMPS approach to teachers				\$0.00
3	G1.B2.S1.A3	Conduct book study of CHAMPS				\$2,118.60
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	1371 - Spook Hill Elementary School	General Fund		\$2,118.60
<i>Notes: Purchase of 40 CHAMPS books for staff members</i>						
4	G2.B1.S1.A1	Introduce Academic Parent Teacher Team meetings to teachers.				\$0.00
5	G2.B1.S1.A2	Grade level teams submit (2) Family Engagement night dates to administration, one per semester.				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	1371 - Spook Hill Elementary School	Title I, Part A		\$2,700.00
<i>Notes: Student agendas</i>						

6	G2.B1.S1.A3	Grade level teams plan and present collective grade level/classroom data and individual student performance data with parents, as well as instructional strategies to assist with learning at home.				\$1,833.26
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		570-Food	1371 - Spook Hill Elementary School	Title I, Part A		\$1,833.26
7	G3.B1.S1.A1	Establish group norms/roles/tasks prior to collaborative planning.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	Title I, Part A		\$0.00
			<i>Notes: Instructional Coach</i>			
8	G3.B1.S1.A2	Schedule weekly grade level/content area collaborative planning sessions with instructional coaches and administration.				\$0.00
9	G3.B1.S1.A3	Train teachers on how to deconstruct standards in preparation of collaborative planning sessions.				\$0.00
10	G3.B2.S1.A1	Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.				\$63,844.75
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1371 - Spook Hill Elementary School	Title I, Part A		\$63,844.75
			<i>Notes: Instructional Coach Salary</i>			
11	G3.B2.S1.A2	Instructional coaches will provide professional development to increase teacher knowledge and application of effective instructional strategies as aligned with Florida Standards.				\$0.00
12	G3.B2.S1.A3	Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.				\$0.00
13	G4.B1.S1.A1	Create online data tracking system for teachers to record progress monitoring data within SharePoint				\$0.00
14	G4.B1.S1.A2	Teachers will collect and record ongoing progress monitoring data within SharePoint.				\$0.00
15	G4.B1.S1.A3	Communicate expectations/purpose of progress monitoring tool to instructional staff.				\$0.00
16	G4.B1.S1.A4	Schedule grade level meetings to analyze student performance data for the purpose of differentiating instruction and providing tiered support.				\$0.00
17	G4.B1.S2.A1	Create master schedule to accommodate staggered iii times for all grade levels.				\$0.00
18	G4.B1.S2.A2	Create schedules for support staff to provide interventions for identified ESE, ELL and struggling readers.				\$136,880.83
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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		100-Salaries	1371 - Spook Hill Elementary School	Title I, Part A		\$136,880.83
			<i>Notes: Salaries for Reading Interventionist and (3) paraprofessionals</i>			
19	G4.B1.S2.A3	Instructional coaches will provide appropriate intervention strategies and resources to classroom teachers during collaborative planning sessions based upon data analysis.				\$0.00
					Total:	\$207,377.44