

Polk County Public Schools

# Spessard L Holland Elementary



2016-17 Schoolwide Improvement Plan

## Spessard L Holland Elementary

2342 EF GRIFFIN RD, Bartow, FL 33830

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	65%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

### School Grades History

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

*\*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 Spessard L Holland Elementary

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

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

At Spessard L. Holland Elementary fostering relationships between the school and families is a high priority. Orientation and open house back to school nights take place within the first month of school so parents can meet teachers, visit the campus, and utilize technology for parent portal access. Students share work samples and teachers present activities that encourage home to school connections. Throughout the school year, parent, student, and teacher communication takes place with phone conversations, face to face conversations, emails, and additional family nights at the school. The students' cultures are celebrated and studied with multicultural units presented in reading and social studies, with special family involvement activities, and class projects. Parents are guests during the Great American Teach-In discussing background, culture, and careers. Building relationships between teachers and students is a significant part of the culture at Spessard L. Holland Elementary. Teachers greet each child at the door, have conversations with them, and interact with students during recess and unstructured times. Both administrators are on duty and highly visible on campus, especially at arrival and dismissal times. Administrators are in classrooms daily, have conversations with the students and discuss learning goals. An atmosphere of respect is pervasive on the school campus. Relationships of care and trust are cultivated in every classroom. Positive notes and calls to parents are frequently made. Spessard L. Holland Elementary participates in the WE3 Expo as a way of showcasing the opportunities afforded to students in an effort build relationships with potential students. The guidance counselor, mental health therapist, and social worker serve as a liaison between home and school with families.

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

Spessard L. Holland Elementary creates an environment where students feel safe and respected with protocols and procedures in place school-wide by all staff. The procedures serve to create a culture and climate that promotes safety and order. Strong adult presence is prevalent in the halls, the courtyard, the cafeteria, the bus and car area in the morning and afternoon. The development of social skills, character education, and respect is promoted in all classrooms. School expectations are consistently modeled and reinforced with positive supports with all students being treated in an equitable manner at all times. A School Emergency Response Team (SERT) is established to ensure that all know protocol if a major crisis takes places. Drills are routinely conducted with communication to parents to be prepared at all times ensuring safety in all various types of potential incidents. At Spessard L. Holland Elementary, all stakeholders firmly believe that students, parents, and the faculty are a part of the community responsible for safety and respectful behaviors. To create a positive environment based on mutual respect within the school, the philosophies of the books "How Full is

Your Bucket," and FISH! take place with teachers and students encouraging a positive environment. Harry Wong's book and philosophy is studied and implemented school-wide with teachers encouraging respect and relationship building. Staff development focused on the philosophy of Dave Weber's book Sticks & Stones Exposed is being implemented this school year to enhance a respectful environment.

**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.**

Spessard L. Holland is a Positive Behavior Invention Supports (PBIS) school. PBIS provides support, prevention, and behavior analysis that is evidence based to enhance students engagement. PBIS methods are proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. "PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options." (Taken from [http://flpbs.fmhi.usf.edu/whatispbs\\_def.cfm](http://flpbs.fmhi.usf.edu/whatispbs_def.cfm))

Training is given to faculty and staff in the implementation of PBIS throughout the year. The expectations for students are embedded in the practices throughout the school daily. GATOR Expectation charts are highly visible on campus with expectations taught and encouraged. Positive praise with feedback using consistent language is used on campus by all stakeholders. Students participate in anti-bullying curriculum provided by the Polk County School District.

#### School-Wide Gator Expectations

G ive my best

\* tries to do all tasks well \*

A ct safe

\* conscience of safe and appropriate conduct \*

T ake responsibility

\* accountable for one's actions; dependable \*

O wn a positive attitude

\* expresses or promotes good feelings \*

R espect myself and others

\* regards the worth of someone or something \*

#### Positive Promotions Used at Spessard L. Holland Elementary

•In class rewards

•PBIS Celebration School Wide – Every nine weeks all students earning sufficient points are rewarded.

•Weekly Rewards: Treasure box, Stickers, Computer time

•GATOR Charts – Gators are earned and given to the entire class as a group for following the expectations while out and about on campus. Examples may include standing quietly in the hallway, good manners used at lunch by the class or doing a great job in art, music and PE. Classes filling a GATOR Chart will be announced on the closed circuit television program and will receive a treat at the end of the month from PTA.

•GATOR Tickets – Tickets are used for individual rewards recognizing good citizenship, good manners, being a hard worker and special helpers. The ticket is placed in the GATOR Basket in the media center. Every Friday, a Fabulous Friday Ticket Drawing takes place on Gator News Network (GNN). Students names are announced receiving a prize. All staff members reinforce positive



behavior by giving out GATOR Tickets.

•GATOR Student of the Month – Parent Teacher Association (PTA) awards one student per month per class the distinct honor of “Proud Gator”. A "Proud Gator" bracelet is given to the winners.

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

- Involving parents to assist with behaviors that are concerning.
- Time out is given in another classroom for the student to stop, think, and regroup.
- Anecdotal notes are provided to the Multi-Tiered System of Supports (MTSS) Team for problem solving.
- Monthly MTSS meetings discussing students with behavior issues and developing a behavior intervention plan take place individually based on student needs. Behavioral Intervention Plans (BIP) and Functional Behavioral Assessments (FBA) will be developed, and analyzed as needed for students.
- Discipline referrals are created and sent electronically as a last resort.
- The dean or administrators will go to the student to problem solve. As a last resort, the student will be removed to the office area.

Severe Disruptions

- Disruptions are dealt with immediately by administrator.
- The discipline plan is a daily process with issues or incidents dealt with by the close of business remembering that tomorrow is a new day.
- Immediate Office Referral for weapons, fighting, abusive language or conduct directed at staff, tobacco or drugs, arson, alleged sexual harassment, and false alarm.

**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.**

Guidance services are provided by a certified guidance counselor housed on campus. Lessons on conflict resolution, social skills, and bullying take place. Guidance sets up social skills groups, anger management classes, and assists when teaching of antibullying lessons take place. Specific needs such as grief counseling, divorce, and suicide are dealt with on a case by case basis. A threat assessment is given when students demonstrate an indication of harm to self or others. Fourth and fifth grade students are provided health classes each spring by a nurse with lessons pertaining to social-emotional health. Internet safety classes are also provided annually. Resources are available for parents who need or request them. Parent workshops and literature on bullying are given annually by school and district personnel. At-risk boys in fifth grade participate in the Men to Read mentor program. Mental health counseling is provided by a highly qualified therapist. Regularly scheduled sessions take place weekly and with documentation. DrumBeat, a program with a mix of at-risk and high achieving fourth graders who collaborate weekly playing the drums in and effort to support the social emotional needs of the at-risk children. Mental health services are provided for students with supports in place on a 504 Plan or an Individual Education Plan (IEP).

### 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.**

Spessard L. Holland Elementary uses the early warning system to identify and address student at-risk looking at the barriers hindering success in school. The system uses the following indicators:



Students absent 10% or more of the days enrolled.  
 Students who are over-age two or more years.  
 Students who have received more than three days of ISS/OSS.  
 Students who score a Level 1 on the statewide assessment in reading or math.  
 Students failure in language arts or math.

**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	14	16	17	13	10	9	0	0	0	0	0	0	0	79
One or more suspensions	6	3	11	16	3	9	0	0	0	0	0	0	0	48
Course failure in ELA or Math	3	2	4	10	0	0	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	25	36	60	0	0	0	0	0	0	0	121

**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	2	2	2	8	2	9	0	0	0	0	0	0	0	25

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

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

- MTSS Team Meetings for attendance, behavior, and academics
- Attendance hearings with the social worker
- Use of student contracts in an effort to build self-esteem and self confidence
- Attendance conferences, contracts, and rewards
- Tier 2 and Tier 3 interventions
- Teacher conferences and phone calls after three missed days of school
- Teacher phone calls after three days of absence
- Attendance letter after five days of absence mailed to parent
- Doctor's note required after ten days of absences
- Conflict resolution
- Anger management small groups with guidance counselor
- Progressive discipline
- Behavior contracts and rewards
- Immediate Intensive Intervention in academics and behavior
- PBIS
- Communication Help Activity Movement Participation (CHAMPS)

**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/315391>.

**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.**

Spessard L. Holland Elementary builds and sustains partnerships with the community by joining the Bartow Chamber of Commerce, applying for grants, personal contact with businesses, and maintaining a clear vision with community stakeholders. Partnerships are developed with community stakeholders as they serve on the School Advisory Council (SAC), PTA, Volunteers in Schools, and The Great American Teach-In. The SAC is involved in discussions of the School Improvement Plan, analysis of school data, review of the budget with voting on the use of the lottery funds, and the school grade. Students and teachers are involved in community events such as local parades, essay writing contests, art shows, music events, Men to Read, Gift of Reading Program through Mid-Florida Bank, local business partnerships with spirit nights, and with local colleges supporting intern students.

**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
Butler, Melody	Principal
Cress, Tammy	Assistant Principal
Johnson, Kathryn	School Counselor
Jeske, Ross	Dean
Hippeli, Adam	Instructional Coach
Buchanan, Melanie	Teacher, ESE
Van Hook, Sara	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.**

The members of the leadership team meet weekly to discuss the school's culture, instructional focus, collaborative planning with ELA and math, professional development initiatives, and instructional reviews.

The team's responsibilities are:

Assist in the work on the School Improvement Plan (SIP).

Develop expectations for instruction with high yield strategies.

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

Coaching of teachers with professional development as needed.

Participating in collaborative planning with grade level teams.

Implementing the Florida State Standards with learning objectives when planning with teachers.

Monitoring the alignment of learning objectives for grade-level using the Florida Standards with the appropriate cognitive complexity level.

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

Assisting the teams with problem solving, making decisions, and communicating with faculty/staff.

Examining and discussing student work samples with rubrics with grade level teams.

Giving feedback on strengths and weaknesses with supports to teachers.

Monitoring discipline data reports assisting teachers as needed.

Developing and reviewing the School Improvement Plan throughout the year.

Developing and Implementing the master schedule follow state guidelines.

Analyzing academic and behavioral data collections providing multi-levels of support.

Review discipline reports monthly and problem solve.

Tier teachers for professional development in PLC groups.

**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 leadership team meets weekly to align all available resources, (personnel, instruction, curricular) by district allocated FTE funds, Title 1 funds, Title 11 funds, and district supports to maximize student outcomes using the following:

-Coaching support in ELA & Math funded by Title I

-Early literacy assistance in kindergarten and first grade with two para professionals funded by Title 1

-Reading Wonders core curriculum with diagnostic and weekly assessments by district supports

-Star Early Literacy baseline and ongoing assessments by district supports

-Reflex math fluency funded by Title 1

-Hearth support and resources by district supports

-Homeless Student Advocates funded by the district

-School Psychologist support funded by the district

-FAIR 3-5 assessment, FSA, ACCESS, District IBTP assessments

-Accelerated Reader ZPD reading and comprehension by district supports

-District Writing assessments

-Science lab materials and consumables for 5E lessons by district support

-Inquiry based activities in math and science by district support

-Extended after school tutoring with highly qualified teachers funded by Title 11

-Digital tools, technical support, training, and licensed software program support through the district School Technology Services (STS)

-ESE inclusion and self-contained teachers

-ESOL para professional by district supports

-Go Math as a resource by district supports

-Additional planning time for teachers outside of contract hours funded by Title 1

- Mental Health Therapist funded by ESE
- Dean of discipline by district supports

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Tammy Cress	Education Support Employee
Jane Adkins	Business/Community
Andrea Childress	Education Support Employee
Elizabeth Serdynski	Parent
Christa Pavlick	Teacher
Tiffany Bilbrey	Parent
Lori Morrison	Business/Community
Freddie Douglas	Business/Community
Officer Saunders	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*

The School Advisory Council (SAC) assists in the preparation, implementation, review, and evaluation of the School Improvement Plan for the 2016-2017 school year. After consideration of the 2015-2016 plan, recommendations to assist the school leadership in all areas of the objectives, goals, barriers, and budget were made to align with school improvement and student achievement. The SAC operates within the boundaries of the School Board policy and State Legislation supporting school improvement, promoting the mission and vision of the school, and providing ongoing analysis on achievement.

*b. Development of this school improvement plan*

The SAC members meet to assist in the preparation, implementation, and evaluation of the School Improvement Plan. Upon completion, the Council will make recommendations and assist the administration in all areas of school improvement. These functions will be performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school. The SAC reviews test data and school grade data giving input on barriers and goals.

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

The SAC will approve all lottery funds spending and give suggestions for the annual budget regarding the School Improvement Plan. The SAC reviews and provides input on the annual budget and plan including the following:

- Families in need
- Periodicals and online subscriptions
- Media funds
- Technology Funds
- Field Trips

- Incentives for Family Night Events
- Planning days
- Bus cost for special events including chorus and feeder school concerts
- ITV
- PBIS
- CHAMPS

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

The funds allocated for the 2016-2017 school year are designated to provide professional development for teachers, curriculum, and support for students. Reflex, a computer software program for math fact literacy, was purchased and found to be successful. Accelerated Reader (AR), a reading comprehension program, was purchased and is highly effective with school-wide use. Classroom libraries for science were added. Technology, Engineering, Art and Science classes aligning with the Florida Standards were provided with funds. Reflective journals were bought for use during collaborative planning and professional development meetings. Math hands on manipulative materials were ordered for 5 E math lessons. All funds are used for instructional purposes to increase student achievement.

**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.

NA

**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
Butler, Melody	Principal
Cress, Tammy	Assistant Principal
Hilgenberg, Craig	Teacher, K-12
Hippeli, Adam	Instructional Coach
Jeske, Ross	Dean
Baldwin, Susan	Instructional Media
Pavlick, Christa	Teacher, K-12
Buchanan, Melanie	Teacher, ESE
Van Hook, Sara	Instructional Coach
Heidel, Stephanie	Teacher, K-12

**b. Duties**

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

The Literacy Leadership Team (LLT) promotes language arts integration, in all subject areas within the school focusing on the Florida Standards. The team conducts professional development in ELA,

writing across all content, assessing reading, and resources such as Accelerated Reading to ensure Florida Standards are targeted. An ELA coach supports the teachers with collaborative planning, coaching, and instructional strategies. The team monitors AR reading, chapter book reading, the proper ZPD levels, and media services circulation. The school encourages students to read a minimum of twenty minutes after school. Incentives and rewards are provided for improvement and meeting reading goals.

## 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.

Strategies to encourage positive working relationships between teachers include:

1. Grade levels have common planning with collaborative planning two days a week.
2. Collaborative decision making sessions take place with all giving input as needed.
3. Teachers observe peers to improve professional practices.
4. Group celebrations and recognition achievement take place.
5. Tiered professional teams for teachers
6. Social committee (Sunshine) provides a birthday bash monthly where teachers gather during lunch periods.
7. A welcome back breakfast with team building takes place in August.
8. A new teacher luncheon and orientation takes place with incoming faculty members new to the school.
9. A Christmas social and other events are planned throughout the year.
10. Flowers, cards, and support with food are given to faculty members during illness or when a death in the family occurs.
11. A "Brag" board in the dining area gives colleagues a chance to highlight each other to celebrate acts of kindness or good deeds.
12. An "Oh Snap" board in the office common area spotlights pictures of faculty and staff celebrating positive events.
13. End of the year luncheon with recognition to employee with years of service occurs.
14. Instructional coaches use the coaching continuum to support building capacity with teachers.
15. Additional planning time beyond the contract hours is provided after school for grade level collaborative planning.
16. Collaboration and training on the The Growth Mindset Model through staff development.

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

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



12. All new teachers have a pre-work day orientation with a campus tour, policy and procedures, and introduce to key stakeholders in the school.

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

Mentor teachers are highly qualified to mentor a new teacher at Spessard L. Holland Elementary. To mentor a new teacher, mentors must complete a Clinical Education or FLIGHT training class with the district obtaining certification. Mentors and new teachers are paired based on need, expertise, model teacher status and common grade levels. Meetings are bi-weekly. New teachers are given the opportunities to observe in the mentor's classroom, ask questions, and have reflective conversations on best practices.

## **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.**

All instructional materials are aligned with the Florida Standards. Teachers utilize resources and learning maps provided by PCSB that are specifically aligned to the Florida Standards. In all aspects of collaborative planning, instructional practices, and strategies use the Florida Standards to guide the work. Teachers use 5E, inquiry based learning, gradual release in ELA, higher order thinking, and writing to develop a deeper understanding of the full extent of the standards. Lesson plans are reviewed with feedback given to ensure standards are fully in place. During walk throughs, the learning essential objectives and instruction are monitored to ensure alignment of Florida Standards.

#### **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.**

The school uses data from FAIR, Star Early Literacy, assessments on IBTP, Reading Wonders, AR, Reflex, Think Central, formative and summative assessments targeting and planning instruction with differentiation documented in lesson plans. Instruction is monitored and adjusted by grouping students based on data for specific skills and concepts. Students in the bottom 25% of the grade level receive intensive interventions with small grouping, assistance from an inclusion teacher or a para professional. Assessments are used for flexible grouping in classrooms based on the needs of the students. Intervention materials and guided level materials are used as resources with Reading Wonders. The MTSS team is used when a student is not progressing using the core curriculum with tier 1 supports. All teachers use current data to create and monitor flexible grouping.

##### **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:** Summer Program

**Minutes added to school year:** 9,600

The Summer Power-Up Program provides five weeks of additional instruction for students in the area of reading.

**Strategy Rationale**

Students were invited to attend the Summer Power-Up program based on their academic need determined by ELA progress monitoring scores on IBTP for K-2 students and FSA Level 1 for 3rd grade students. The focus was on reading instruction given by a highly qualified teacher.

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

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

Data collected from Star Early Literacy, Reading Wonders Diagnostic Assessments, FAIR, and FSA will be used to determine effectiveness.

**Strategy:** Extended School Day

**Minutes added to school year:** 240

Struggling students are provided additional instructional time in core academics after school.

**Strategy Rationale**

Students who have additional support on reading skills such as fluency, phonics, vocabulary, and comprehension will become stronger readers.

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

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

Data collected from Star Early Literacy, Reading Wonders Diagnostic Assessments, FAIR, and FSA will be used to determine effectiveness.

**Strategy:** Extended School Day

**Minutes added to school year:** 240

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Hippeli, Adam, adam.hippeli@polk-fl.net

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

FSA, IBTP, Go Math diagnostics and Reflex results will be used to determine effectiveness.

**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.**

Spessard L. Holland Elementary has three Pre-K units providing early education on campus with special family events in preparation for the Kindergarten transition. Pre-K students and families are invited to participate in media nights, chorus events, PTA events, and all open house events. Kindergarten Roundup is offered in the spring for all incoming kindergarten students and parents. Packets of information, a tour of the campus, and presentations by the principal and teachers take place to orient the families. Articulation meetings take place throughout the year for students with special needs when transitioning to middle school level. Middle school guidance counselors and band directors visit the school in the spring sharing informational packets with students on the core curriculum and electives. The middle school band comes to the school for a concert to acclimate students regarding the opportunities in music at the middle school level. Information on sporting events are shared by teachers to build connections as the students transition.

**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.**

All classrooms have a sign posted stating, "Serving the Class of ....." with the high school graduation date to encourage readiness for college or career. Spessard L. Holland Elementary participates in the Great American Teach-In and Take Your Child to Work Day giving the students opportunities to use speaking and listening skills sharing experiences. Middle school and high school students from local schools are given the opportunity to shadow teachers and administrators as they prepare for college and career. Throughout the year, visitors such as dental hygienists, firefighters and police officers are visible on campus sharing information with students on their specific careers. Polk State College brings the baseball team annually to the school to read to students and to talk about the importance of elementary school in preparing for college. The local police department partners with the Triple A

safety patrol program. The local fire department comes during Fire Safety Week with presentations to students in K - 2. Students in fifth grade attend the WE3 Expo where they become acquainted with the academies at local middle and high schools.

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

NA

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

NA

**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.**

NA

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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.** All staff will provide a supportive environment building strong relationships with students and families for optimal student learning.
- G2.** If teachers collaboratively plan and deliver instruction to the full extent of the Florida Standards in English language arts, writing, math and science, Spessard L. Holland Elementary will increase student achievement at or above projected targets in all subject areas on assessments.
- G3.** If students engage in inquiry-based, differentiated instruction with the complexity level of the standards with authentic and analytical writing, Spessard L. Holland Elementary will increase students achievement to or above projected targets in all subject areas on assessment.

## 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.** All staff will provide a supportive environment building strong relationships with students and families for optimal student learning. 1a

G087457

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0

**Targeted Barriers to Achieving the Goal** 3

- Parents do not understand all the supports in place and available.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Social worker assigned to the school, instructional coaches, attendance rewards every nine weeks, guidance with attendance contracts and meetings as needed, and district generated letters in compliance with attendance policies.
- 

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

All academic, discipline, attendance, and parental involvement data will be monitored to ensure strong relationships due to a supportive environment and family engagement partnerships.

**Person Responsible**

Melody Butler

**Schedule**

Quarterly, from 8/16/2016 to 5/30/2017

**Evidence of Completion**

Conference logs, parent night sign-in sheets, agenda communication documentation, conference agenda, data chats with parents, FSA Night agenda and sign-in sheets

**G2.** If teachers collaboratively plan and deliver instruction to the full extent of the Florida Standards in English language arts, writing, math and science, Spessard L. Holland Elementary will increase student achievement at or above projected targets in all subject areas on assessments. **1a**

G087458

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
AMO Reading - All Students	75.0
FSA Mathematics Achievement	67.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains District Assessment	60.0
Math Gains	50.0
Math Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** **3**

- Teacher buy in to collaborative planning with all contributing to ELA, math, writing and science.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- ELA School Coach Math Coach District Science Coach CPALMS Florida Standards for all subjects Think Central Reading Wonders Accelerated Reader Reflex Moodle Resources Item Specifications Teacher Leaders Next Generation Sunshine State Science Standards Next Generation Sunshine State Social Studies Standards, FSA Test Progress Monitoring Assessments MTSS Ten Marks Book Flex

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

Teachers will effectively use collaborative planning with lessons to the full extent of the Florida standards.

**Person Responsible**

Melody Butler

**Schedule**

Weekly, from 8/16/2016 to 5/30/2017

**Evidence of Completion**

Lesson plans, collaborative planning sign in sheets and logs, classroom observations and monitoring

**G3.** If students engage in inquiry-based, differentiated instruction with the complexity level of the standards with authentic and analytical writing, Spessard L. Holland Elementary will increase students achievement to or above projected targets in all subject areas on assessment. 1a

G087459

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement	60.0
FSA Mathematics Achievement	67.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent instructional delivery of inquiry based lessons with lack of writing across all content areas from teacher to teacher takes place.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CHAMPS Collaborative planning District science coach School math coach Math manipulative materials Science consumables CPALMS K-5 Math Teaching Resources Think Central Ten Marks

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

Instructional delivery in 5E in science and inquiry based learning with higher level questions and authentic writing will be effectively implemented in the classroom.

**Person Responsible**

Melody Butler

**Schedule**

Monthly, from 8/16/2016 to 5/30/2017

**Evidence of Completion**

Lesson plans, observations and student work samples.

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

Instructional delivery in 5E in math and inquiry based learning with higher level questions and authentic writing will be effectively implemented in the classroom.

**Person Responsible**

Melody Butler

**Schedule**

Weekly, from 8/15/2016 to 5/30/2017

**Evidence of Completion**

Lesson plans, observations and student work samples.



## 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.** All staff will provide a supportive environment building strong relationships with students and families for optimal student learning. 1

G087457

**G1.B1** Parents do not understand all the supports in place and available. 2

B232466

**G1.B1.S1** Family nights with information on Positive Behavior Intervention Support, CHAMPS, guidance small groups, and Multi-Tiered System of Support will be offered. 4

S245367

### Strategy Rationale

Informed parents will utilize the supports resulting in student learning.

### Action Step 1 5

Family nights will be offered with events for children and stations for parents with information sharing on PBIS and CHAMPS.

#### Person Responsible

Ross Jeske

#### Schedule

Quarterly, from 8/16/2016 to 5/30/2017

#### Evidence of Completion

Discipline data, classroom observations, attendance data

### Action Step 2 5

Family nights will offer resources for families and small group information with the guidance counselor.

#### Person Responsible

Kathryn Johnson

#### Schedule

Quarterly, from 8/16/2016 to 5/30/2017

#### Evidence of Completion

Small group logs, small group sign-in sheets and reflection writing or pictures, attendance data, discipline data

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

The supportive environment at Spessard L. Holland will increase time on task in classrooms.

**Person Responsible**

Melody Butler

**Schedule**

Monthly, from 8/16/2016 to 5/30/2017

**Evidence of Completion**

classroom observations, attendance data, discipline data

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

Monitoring of student attendance using sign in sheets from parent workshops, lists of students receiving awards quarterly, attendance contracts, and meetings with guidance and social workers will be used to identify or determine the effectiveness of the implementation

**Person Responsible**

Tammy Cress

**Schedule**

Monthly, from 8/15/2016 to 5/30/2017

**Evidence of Completion**

Sign in sheets from meetings and attendance records


**G2.** If teachers collaboratively plan and deliver instruction to the full extent of the Florida Standards in English language arts, writing, math and science, Spessard L. Holland Elementary will increase student achievement at or above projected targets in all subject areas on assessments. **1**

 G087458

**G2.B1** Teacher buy in to collaborative planning with all contributing to ELA, math, writing and science. **2**

 B232468

**G2.B1.S2** Use school ELA coach and math coach to plan highly effective lessons to the full extent of standards, **4**

 S245369

### **Strategy Rationale**

Coaches improve teacher knowledge and skills to impact student learning.

### **Action Step 1** **5**

Collaborative plans with ELA coach weekly

#### **Person Responsible**

Sara Van Hook

#### **Schedule**

Weekly, from 8/16/2016 to 5/30/2017

#### **Evidence of Completion**

Sign in sheets from weekly meetings, coach's logs, lesson plans, Journey feedback, coaching walk throughs, K-2 Reading Wonders Assessments, FAIR, Star Early Literacy Assessments, MTSS progress monitoring data

### **Action Step 2** **5**

Collaborative plans with math coach weekly

#### **Person Responsible**

Adam Hippeli

#### **Schedule**

Weekly, from 8/16/2016 to 5/30/2017

#### **Evidence of Completion**

Sign in sheets from weekly meetings, coach's logs, 5E lesson plans, Go Math diagnostic assessments, IBTP data, Reflex data, Thinks Central, MTSS progress monitoring data

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Administration will monitor the teaching of the Florida Standards through formal and informal walk-throughs, by attending grade level collaborative planning meetings.

**Person Responsible**

Melody Butler

**Schedule**

On 5/30/2017

***Evidence of Completion***

School Based Leadership Team agenda and minutes, SBLT sign in sheets, Collaborative sign in sheets and logs, Journey feedback, coach walk throughs with feedback, Student work samples, various assessment data

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Lesson plans review sessions will take place with the school based leadership team with feedback to teachers.

**Person Responsible**

Tammy Cress

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans with Feedback forms, Student work samples, classroom monitor observations, various assessment data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

A designated planning time with grade level team, ELA and math coaches, and administration will take place with focus on the standards, high yield instructional strategies, addressing misconceptions, and planning of high quality, student centered lessons.

**Person Responsible**

Melody Butler

**Schedule**

On 5/30/2017

***Evidence of Completion***

Lesson plans, student work samples, collaborative planning sign in sheets, coaching logs, and classroom observations

**G3.** If students engage in inquiry-based, differentiated instruction with the complexity level of the standards with authentic and analytical writing, Spessard L. Holland Elementary will increase students achievement to or above projected targets in all subject areas on assessment. 1

G087459

**G3.B1** Inconsistent instructional delivery of inquiry based lessons with lack of writing across all content areas from teacher to teacher takes place. 2

B232471

**G3.B1.S1** Teachers will receive professional development on strategies for implementing inquiry based 5E lessons in math and science. 4

S245375

### Strategy Rationale

By supporting teachers with professional development and collaborative lesson planning, improvement will take place in 5E, inquiry based lessons, and authentic writing.

### Action Step 1 5

Support teachers with 5E, inquiry based lessons, higher order thinking, and authentic writing during collaborative planning meetings.

#### Person Responsible

Adam Hippeli

#### Schedule

Weekly, from 8/16/2016 to 5/30/2017

#### Evidence of Completion

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



**Action Step 2** 5

The school math coach and district science coach will provide professional development in 5E lesson planning and inquiry based lessons with authentic writing integration during collaborative planning, Higher order thinking and accountable talk will be integrated in the professional development.

**Person Responsible**

Adam Hippeli

**Schedule**

Weekly, from 8/16/2016 to 5/30/2017

**Evidence of Completion**

Lesson plans, classroom observations, student work samples, PD sign-in sheets, PLC meeting notes

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

Highly effective instruction will be consistent in K-5 classrooms with higher order thinking questions, authentic student writing, and 5E inquiry based lessons.

**Person Responsible**

Melody Butler

**Schedule**

Monthly, from 8/16/2016 to 5/30/2017

**Evidence of Completion**

Lesson plans, student writing samples, classroom observations

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

Classroom observations and lesson plan checks will be used to support the effectiveness of implementation

**Person Responsible**

Melody Butler

**Schedule**

Weekly, from 8/15/2016 to 5/30/2017

**Evidence of Completion**


Coaching feedback, walk through documentation from Journey, and lesson plan reviews



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M330675	All academic, discipline, attendance, and parental involvement data will be monitored to ensure...	Butler, Melody	8/16/2016	Conference logs, parent night sign-in sheets, agenda communication documentation, conference agenda, data chats with parents, FSA Night agenda and sign-in sheets	5/30/2017 quarterly
G2.MA1 M330683	Teachers will effectively use collaborative planning with lessons to the full extent of the Florida...	Butler, Melody	8/16/2016	Lesson plans, collaborative planning sign in sheets and logs, classroom observations and monitoring	5/30/2017 weekly
G3.MA1 M330686	Instructional delivery in 5E in science and inquiry based learning with higher level questions and...	Butler, Melody	8/16/2016	Lesson plans, observations and student work samples.	5/30/2017 monthly
G3.MA1 M330687	Instructional delivery in 5E in math and inquiry based learning with higher level questions and...	Butler, Melody	8/15/2016	Lesson plans, observations and student work samples.	5/30/2017 weekly
G1.B1.S1.MA1 M330673	Monitoring of student attendance using sign in sheets from parent workshops, lists of students...	Cress, Tammy	8/15/2016	Sign in sheets from meetings and attendance records	5/30/2017 monthly
G1.B1.S1.MA1 M330674	The supportive environment at Spessard L. Holland will increase time on task in classrooms.	Butler, Melody	8/16/2016	classroom observations, attendance data, discipline data	5/30/2017 monthly
G1.B1.S1.A1 A317655	Family nights will be offered with events for children and stations for parents with information...	Jeske, Ross	8/16/2016	Discipline data, classroom observations, attendance data	5/30/2017 quarterly
G1.B1.S1.A2 A317656	Family nights will offer resources for families and small group information with the guidance...	Johnson, Kathryn	8/16/2016	Small group logs, small group sign-in sheets and reflection writing or pictures, attendance data, discipline data	5/30/2017 quarterly
G3.B1.S1.MA1 M330684	Classroom observations and lesson plan checks will be used to support the effectiveness of...	Butler, Melody	8/15/2016	Coaching feedback, walk through documentation from Journey, and lesson plan reviews	5/30/2017 weekly
G3.B1.S1.MA1 M330685	Highly effective instruction will be consistent in K-5 classrooms with higher order thinking...	Butler, Melody	8/16/2016	Lesson plans, student writing samples, classroom observations	5/30/2017 monthly
G3.B1.S1.A1 A317664	Support teachers with 5E, inquiry based lessons, higher order thinking, and authentic writing...	Hippeli, Adam	8/16/2016	Lesson plan reviews and observation of 5E lessons in math and science	5/30/2017 weekly
G3.B1.S1.A2 A317665	The school math coach and district science coach will provide professional development in 5E lesson...	Hippeli, Adam	8/16/2016	Lesson plans, classroom observations, student work samples, PD sign-in sheets, PLC meeting notes	5/30/2017 weekly
G2.B1.S2.MA1 M330678	A designated planning time with grade level team, ELA and math coaches, and administration will...	Butler, Melody	8/16/2016	Lesson plans, student work samples, collaborative planning sign in sheets, coaching logs, and classroom observations	5/30/2017 one-time
G2.B1.S2.MA1 M330679	Administration will monitor the teaching of the Florida Standards through formal and informal...	Butler, Melody	8/15/2016	School Based Leadership Team agenda and minutes, SBLT sign in sheets, Collaborative sign in sheets and logs, Journey feedback, coach walk throughs with feedback, Student work samples, various assessment data	5/30/2017 one-time
G2.B1.S2.A1 A317658	Collaborative plans with ELA coach weekly	Van Hook, Sara	8/16/2016	Sign in sheets from weekly meetings, coach's logs, lesson plans, Journey feedback, coaching walk throughs, K-2 Reading Wonders Assessments, FAIR, Star Early Literacy Assessments, MTSS progress monitoring data	5/30/2017 weekly
G2.B1.S2.A2 A317659	Collaborative plans with math coach weekly	Hippeli, Adam	8/16/2016	Sign in sheets from weekly meetings, coach's logs, 5E lesson plans, Go Math diagnostic assessments, IBTP data,	5/30/2017 weekly

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*Spessard L Holland Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Reflex data, Thinks Central, MTSS progress monitoring data	
G2.B1.S2.MA2  M330680	Lesson plans review sessions will take place with the school based leadership team with feedback to...	Cress, Tammy	8/15/2016	Lesson Plans with Feedback forms, Student work samples, classroom monitor observations, various assessment data	6/2/2017 weekly

## V. Professional Development Opportunities

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

**G3.** If students engage in inquiry-based, differentiated instruction with the complexity level of the standards with authentic and analytical writing, Spessard L. Holland Elementary will increase students achievement to or above projected targets in all subject areas on assessment.

**G3.B1** Inconsistent instructional delivery of inquiry based lessons with lack of writing across all content areas from teacher to teacher takes place.

**G3.B1.S1** Teachers will receive professional development on strategies for implementing inquiry based 5E lessons in math and science.

### PD Opportunity 1

Support teachers with 5E, inquiry based lessons, higher order thinking, and authentic writing during collaborative planning meetings.

#### Facilitator

Adam Hippeli, Sara Van Hook, Milt Hulling, Tammy Cress, and Melody Butler

#### Participants

Instructional staff - Grades K-5

#### Schedule

Weekly, from 8/16/2016 to 5/30/2017

### PD Opportunity 2

The school math coach and district science coach will provide professional development in 5E lesson planning and inquiry based lessons with authentic writing integration during collaborative planning, Higher order thinking and accountable talk will be integrated in the professional development.

#### Facilitator

Adam Hippeli, Sara Van Hook, Milt Hulling, Tammy Cress, and Melody Butler

#### Participants

Instructional staff - Grades K-5

#### Schedule

Weekly, from 8/16/2016 to 5/30/2017

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Family nights will be offered with events for children and stations for parents with information sharing on PBIS and CHAMPS.</b>				<b>\$555.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	150-Aides	1908 - Spessard L Holland Elementary	Title I, Part A		\$555.50
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Family nights will offer resources for families and small group information with the guidance counselor.</b>				<b>\$0.00</b>
<b>3</b>	<b>G2.B1.S2.A1</b>	<b>Collaborative plans with ELA coach weekly</b>				<b>\$61,052.97</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1908 - Spessard L Holland Elementary	Title I, Part A		\$58,838.97
	6300	120-Classroom Teachers	1908 - Spessard L Holland Elementary	Title I, Part A		\$2,214.00
<i>Notes: After contract hour pay for classroom teachers to plan once per semester</i>						
<b>4</b>	<b>G2.B1.S2.A2</b>	<b>Collaborative plans with math coach weekly</b>				<b>\$59,622.75</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1908 - Spessard L Holland Elementary	Title I, Part A		\$57,408.75
	6300	120-Classroom Teachers	1908 - Spessard L Holland Elementary	Title I, Part A		\$2,214.00
<i>Notes: After contract hour planning once per semester</i>						
<b>5</b>	<b>G3.B1.S1.A1</b>	<b>Support teachers with 5E, inquiry based lessons, higher order thinking, and authentic writing during collaborative planning meetings.</b>				<b>\$0.00</b>
<b>6</b>	<b>G3.B1.S1.A2</b>	<b>The school math coach and district science coach will provide professional development in 5E lesson planning and inquiry based lessons with authentic writing integration during collaborative planning, Higher order thinking and accountable talk will be integrated in the professional development.</b>				<b>\$0.00</b>
<b>Total:</b>						<b>\$121,231.22</b>