

Spessard L Holland Elementary



2017-18 Schoolwide Improvement Plan

Spessard L Holland Elementary

2342 EF GRIFFIN RD, Bartow, FL 33830

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Spessard L Holland Elementary

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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. Home visits take place in the summer months celebrating FSA accomplishments with children and families. Academic based evening events are held at various local communities that are zoned for 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, we promote the Growth Mindset philosophy utilizing ClassDojo, CHAMPS, PBIS, and Conscience Discipline. Harry Wong's book and philosophy is studied and implemented school-wide with teachers encouraging respect and relationship building. The school wide theme of 'Relationships are Blooming' is revisited in PLC's, with the weekly newsletter, monthly parent letter, and both student and staff celebrations.

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)

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 – Monthly grade level celebrations and 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 Student of the Month" t-shirt and certificate are given monthly.
- School wide bus intervention called Thumbs Up Thumbs Down is utilized on all buses to promote positive bus behavior outside of the classroom. Students and drivers are rewarded monthly.

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

- Involving parents to assist with behaviors that are concerning.
 - Refocus time 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.
 - Weekly SBLT meetings and 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 Unify software with Performance Matters to gather data identifying students at-risk looking at the barriers hindering success in school. Unify allows the leadership team to disaggregate data based on the following criteria:

Attendance
ESE status
ELL status
Retention
Discipline Referrals
Homeless status
Overage
Math & ELA course grade of D or F
FSA Results
Ongoing Benchmark Assessments

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	13	12	5	15	15	16	0	0	0	0	0	0	0	76
One or more suspensions	3	3	6	4	7	9	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	0	6	3	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	27	31	32	0	0	0	0	0	0	0	90

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	4	15	17	20	0	0	0	0	0	0	0	56

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
School wide tier 3 small group support for all grade levels daily
Rigor Core Instruction
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
Drum Beat

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Spessard L. Holland works at building positive relationships with families using the following methods:

1. Daily communication in students' agendas
2. Bi-monthly PTA meetings
3. Back to School and Parent Orientation Nights
4. School Messenger Phone Calls are used to communicate important events
5. Parent and schoolwide emails (List Serve) are sent to communicate important events
6. Parent/Teacher Conferences
7. Open Door policy throughout the campus
8. Volunteer orientation, training, and implementation program
9. Chorus, Gator News Network, Robotics, Tivits, Chess, Bricks for Kids club and tournament with parent participation
10. Family Library Nights
11. Parent workshops on bullying, Florida State Standards Assessments, how to helping students with homework, writing night, Accelerated Reader, Reflex, and online resources for parents
12. The school website highlights the mission, vision, and school events.
13. The school brochure communicates specific information on the school.

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

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
Jeske, Ross	Assistant Principal
Buchanan, Melanie	Other
Koon, Mary Ann	School Counselor
Van Hook, Sara	Instructional Coach
Hilgenberg, Craig	Instructional Coach
Dorsett, Jill	Dean
Baldwin, Susan	Instructional Media

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 early warning data, 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.

Oversee and Monitor the MTSS process

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 I funds, Title II funds, and district supports to maximize student outcomes using the following:

- Coaching support in ELA & Math funded by Title I
- Reading Wonders core curriculum with formative assessments
- Star Early Literacy and STAR baseline and ongoing assessments by district supports
- Hearth support and resources by district supports
- Homeless Student Advocates funded by the district
- School Psychologist support funded by the district
- FSA and ACCESS 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 II
- 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 I
- 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
Ross Jeske	Education Support Employee
Jane Adkins	Business/Community
Lori Morrison	Business/Community
Leeann Lambert	Parent
Bo Owusu	Parent
Christy Tew	Parent
Amber White	Business/Community
	Student
Stephen Thomas	Parent
Yolanda Floyd	Parent
Mia West	Parent
Holly Pritchard	Parent
Adelina Steinbach	Parent
Melody Butler	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2017-2018 school year. After consideration of the 2016-2017 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
- School Recognition 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 using Title I funds 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 and Science hands on manipulative materials were ordered for 5 E lessons. Books for all grade levels were purchased. 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
Hilgenberg, Craig	Teacher, K-12
Jeske, Ross	Dean
Baldwin, Susan	Instructional Media
Buchanan, Melanie	Teacher, ESE
Van Hook, Sara	Instructional Coach

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. A school wide AR theme promoting and celebrating reading is an initiative that will take place.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 "Shout Out" board in the dining area gives colleagues a chance to highlight each other to celebrate acts of kindness or good deeds.
12. A "Leaders are Popping" board in the office common area spotlights pictures of faculty and staff celebrating positive events and teacher leadership.
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.
17. A slide show of summer events that teachers were involved in is shown at the back to school meeting.

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. Professional growth and leadership opportunities are provided for new teachers.
8. Grade levels meet to collaboratively plan lessons.
9. The administration seeks teacher feedback and shared decision making with staff.
10. When openings are noted, the administration reaches out to support people to find highly qualified applicants to increase diversity.
11. All new teachers have a pre-work day orientation with a campus tour, policy and procedures, and introduce to key stakeholders in the school.
12. Members of the leadership team attend the county job fairs in an effort to recruit new teachers.

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. The i3 Mentor program is used with new teachers in an effort to grow teachers in the use of high yield strategies to ensure student learning.

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, STAR, Star Early Literacy, Reading Wonders, AR, Istation, 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: 4,500

The Summer Power-Up Program provides three 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 FSA Level 1 for 3rd grade students. The focus was on reading instruction given by a highly qualified teacher. Second graders in need of remediation to be promoted to third grade were also invited.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jeske, Ross, ross.jeske@polk-fl.net

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

Data collected from Istation, and Performance Matters OLA, was 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 two 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. Mentoring of at risks outgoing students will take place with the local middle in an effort to ease the 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. A new annual tradition of inviting past elementary students who are in the process of graduate will take place in May to celebrate and encourage current elementary students to aspire to graduate.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Strengths:

- Increased number of students scoring three and above in science score
- Increased number of ELL students scoring three and above in ELA
- Increased number of students scoring three and above in ELA
- Increased number of economically disadvantaged students scoring three and above in ELA
- Increased number of students scoring three and above in math among all subgroups
- Increased number of students scoring level four and above in math in fourth and fifth grades.
- Decreased the achievement gap for our subgroup of black students.

Areas of Need:

- Decreased number of ESE students scoring three and above in ELA
- Though ESE subgroup increased the number of students scoring three and above in math, growth was minimal compared to other subgroups

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.

- A lack of differentiated instruction built within the schedule for Tier 2, 3 and ESE students contributed to the lack of growth for that subgroup in ELA and math.
- Insufficient time in the core curriculum classroom for ESE students.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All staff will provide a supportive environment building strong relationships with each other, with students, with families, in an effort to reduce excessive absenteeism 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.

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 each other, with students, with families, in an effort to reduce excessive absenteeism for optimal student learning. 1a

G098095

Targets Supported 1b

Indicator	Annual Target
Attendance rate	93.0

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 Title I Parent nights, attendance rewards after consecutively coming to school and recognition at quarterly awards ceremony, guidance with attendance contracts and meetings as needed, and district generated letters in compliance with attendance policies.
- Title I resource

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 8/10/2017 to 5/24/2018

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

G098096

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
AMO Reading - All Students	
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.
- Using formative assessments and other data to drive instruction.

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 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 8/10/2017 to 5/24/2018

Evidence of Completion

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

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

 = Problem Solving Step  S123456 = Quick Key

G1. All staff will provide a supportive environment building strong relationships with each other, with students, with families, in an effort to reduce excessive absenteeism for optimal student learning. **1**

 G098095

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

 B263857

G1.B1.S1 Family nights with information on literacy, math, Positive Behavior Intervention Support, CHAMPS, guidance small groups, and Multi-Tiered System of Support and extended learning will be offered as well as school-wide monthly newsletter. **4**

 S279453

Strategy Rationale

Informed parents will utilize the supports resulting in student learning.

Action Step 1 **5**

Title I family nights will be offered with events for children and stations for parents with information sharing on math and literacy.

Person Responsible

Sara Van Hook

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Parent sign in sheets, event evaluations, event attendance.

Action Step 2 **5**

Title 1 parent and family engagement events (Donuts with Dad and Moments with Mom) will be offered to build capacity and relations between school and home.

Person Responsible

Sara Van Hook

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

The supportive environment at Spessard L. Holland and interventions will increase student attendance.

Person Responsible

Melody Butler

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Early Warning 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, attendance contracts, and meetings with guidance and social workers will be used to identify or determine the effectiveness of the implementation

Person Responsible

Ross Jeske


Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign in sheets from meetings and attendance records

G1.B1.S3 Continue the growth and utilization of Drumbeat, an effective program incorporating hand drumming and behavioral therapeutic principles with an attendance focus. 4

 S279455

Strategy Rationale

Students with behavioral and attendance issues will participate in the program resulting in improvement in both areas.

Action Step 1 5

Students with the highest risk of behavior and attendance issues will participate in the Drumbeat program.

Person Responsible

Mary Ann Koon


Schedule

Biweekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Attendance logs

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**

 G098096

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

 B263859

G2.B1.S2 Use school ELA coach and math coach to plan highly effective lessons including supplemental field trips and Lexile readers to the full extent of standards. **4**

 S279457

Strategy Rationale

Coaches improve teacher knowledge and skills to impact student learning.

Action Step 1 **5**

Collaborative plans with ELA coach weekly

Person Responsible

Craig Hilgenberg

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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

Sara Van Hook

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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

Action Step 3 5

Tutoring offered outside of school hours to increase student achievement.

Person Responsible

Melody Butler

Schedule

On 4/27/2018

Evidence of Completion

Special activity logs and parent permission forms.

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 5/24/2018

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

Ross Jeske

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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 5/24/2018

Evidence of Completion

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

G2.B3 Using formative assessments and other data to drive instruction. 2

 B263861

G2.B3.S1 Teachers consistently using core and supplemental resources to formatively assess students and drive differentiated instruction. 4

 S279463

Strategy Rationale

Engaging students in differentiated instruction based on continuous progress monitoring will increase student achievement.

Action Step 1 5

Teachers will use purchased standards-based supplemental materials to support instruction and formative assessments which will guide differentiation.

Person Responsible

Melody Butler















Schedule

On 5/24/2018

Evidence of Completion

Assessment data, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S2.A3  A376637	Tutoring offered outside of school hours to increase student achievement.	Butler, Melody	9/1/2017	Special activity logs and parent permission forms.	4/27/2018 one-time
G1.MA1  M407384	All academic, discipline, attendance, and parental involvement data will be monitored to ensure...	Butler, Melody	8/10/2017	Conference logs, parent night sign-in sheets, agenda communication documentation, conference agenda, data chats with parents, FSA Night agenda and sign-in sheets	5/24/2018 quarterly
G2.MA1  M407392	Teachers will effectively use collaborative planning with lessons to the full extent of the Florida...	Butler, Melody	8/10/2017	Lesson plans, collaborative planning sign in sheets and logs, classroom observations and monitoring	5/24/2018 weekly
G1.B1.S1.MA1  M407382	Monitoring of student attendance using sign in sheets from parent workshops, lists of students...	Jeske, Ross	8/10/2017	Sign in sheets from meetings and attendance records	5/24/2018 monthly
G1.B1.S1.MA1  M407383	The supportive environment at Spessard L. Holland and interventions will increase student...	Butler, Melody	8/10/2017	Early Warning Data	5/24/2018 monthly
G1.B1.S1.A1  A376631	Title I family nights will be offered with events for children and stations for parents with...	Van Hook, Sara	8/10/2017	Parent sign in sheets, event evaluations, event attendance.	5/24/2018 quarterly
G1.B1.S1.A2  A376632	Title 1 parent and family engagement events (Donuts with Dad and Moments with Mom) will be offered...	Van Hook, Sara	8/10/2017		5/24/2018 quarterly
G2.B3.S1.A1  A376642	Teachers will use purchased standards-based supplemental materials to support instruction and...	Butler, Melody	8/10/2017	Assessment data, lesson plans	5/24/2018 one-time
G2.B1.S2.MA1  M407387	A designated planning time with grade level team, ELA and math coaches, and administration will...	Butler, Melody	8/10/2017	Lesson plans, student work samples, collaborative planning sign in sheets, coaching logs, and classroom observations	5/24/2018 one-time
G2.B1.S2.MA1  M407388	Administration will monitor the teaching of the Florida Standards through formal and informal...	Butler, Melody	8/24/2017	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	5/24/2018 one-time
G2.B1.S2.MA2  M407389	Lesson plans review sessions will take place with the school based leadership team with feedback to...	Jeske, Ross	8/10/2017	Lesson Plans with Feedback forms, Student work samples, classroom monitor observations, various assessment data	5/24/2018 weekly
G2.B1.S2.A1  A376635	Collaborative plans with ELA coach weekly	Hilgenberg, Craig	8/10/2017	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	5/24/2018 weekly
G2.B1.S2.A2  A376636	Collaborative plans with math coach weekly	Van Hook, Sara	8/10/2017	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	5/24/2018 weekly
G1.B1.S3.A1  A376633	Students with the highest risk of behavior and attendance issues will participate in the Drumbeat...	Koon, Mary Ann	10/2/2017	Attendance logs	5/31/2018 biweekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Title I family nights will be offered with events for children and stations for parents with information sharing on math and literacy.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1908 - Spessard L Holland Elementary	Title I, Part A		\$2,500.00
2	G1.B1.S1.A2	Title 1 parent and family engagement events (Donuts with Dad and Moments with Mom) will be offered to build capacity and relations between school and home.				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1908 - Spessard L Holland Elementary	Title, I Part A		\$2,500.00
	5100	510-Supplies	1908 - Spessard L Holland Elementary	Title, I Part A		\$3,000.00
			Notes: Printer ink, school-wide newsletter, toner, paper, markers, charts, file folders, expandable folders			
3	G1.B1.S3.A1	Students with the highest risk of behavior and attendance issues will participate in the Drumbeat program.				\$550.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1908 - Spessard L Holland Elementary	Title, I Part A		\$550.00
4	G2.B1.S2.A1	Collaborative plans with ELA coach weekly				\$79,117.93
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1908 - Spessard L Holland Elementary	Title I, Part A		\$61,983.53
	6300	140-Substitute Teachers	1908 - Spessard L Holland Elementary	Title I, Part A		\$4,134.40
			Notes: Substitutes to cover classrooms for full-day ELA planning.			
	5100	611-Library Books for New Libraries	1908 - Spessard L Holland Elementary	Title, I Part A		\$8,000.00
	7800	651-Bus(es)	1908 - Spessard L Holland Elementary	Title, I Part A		\$5,000.00
			Notes: Field trip admission			
5	G2.B1.S2.A2	Collaborative plans with math coach weekly				\$72,410.34
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Polk - 1908 - Spessard L Holland Elementary - 2017-18 SIP
Spessard L Holland Elementary

	6400	130-Other Certified Instructional Personnel	1908 - Spessard L Holland Elementary	Title I, Part A		\$63,775.94
	6300	120-Classroom Teachers	1908 - Spessard L Holland Elementary	Title I, Part A		\$4,134.40
<i>Notes: After contract hour planning once per semester</i>						
	6400	330-Travel	1908 - Spessard L Holland Elementary	Title, I Part A		\$1,500.00
<i>Notes: Travel expenses and registration fees.</i>						
	6400	500-Materials and Supplies	1908 - Spessard L Holland Elementary	Title, I Part A		\$3,000.00
<i>Notes: Staff development book study</i>						
6	G2.B1.S2.A3	Tutoring offered outside of school hours to increase student achievement.				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	1908 - Spessard L Holland Elementary	Title, I Part A		\$12,000.00
	5100	500-Materials and Supplies	1908 - Spessard L Holland Elementary	Title, I Part A		\$6,000.00
<i>Notes: Manipulatives & Reading Wonders Intervention Kits</i>						
7	G2.B3.S1.A1	Teachers will use purchased standards-based supplemental materials to support instruction and formative assessments which will guide differentiation.				\$11,320.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	530-Periodicals	1908 - Spessard L Holland Elementary	Title, I Part A		\$8,820.00
<i>Notes: Scholastic News Social Studies Weekly Reflex Math Time for Kids</i>						
	6200	610-Library Books	1908 - Spessard L Holland Elementary	Title, I Part A		\$2,500.00
<i>Notes: AR books for library</i>						
Total:						\$189,398.27