

Polk County Public Schools

# Spook Hill Elementary School



2017-18 Schoolwide Improvement Plan

## Spook Hill Elementary School

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

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | Yes                    | 100%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 62%   |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | D       | C       | 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 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>.

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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 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 Spook Hill Elementary School

| 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 Spook Hill Elementary is to create a parent friendly school that ensures quality learning takes place by establishing a challenging, nurturing, and continually improving environment.

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

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

#### 2. School Environment

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

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

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

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

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

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

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

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

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

The PBIS team implements an on-going plan of action each year. Professional development is provided to teachers as the onset of each school to review/reinforce school-wide systems and expectations. School-wide and classroom expectations are explicitly taught through the first weeks of

school and reinforced throughout the year. Classroom rules are developed from the school-wide expectations and CHAMPS is implemented to teach and reinforce expectations.

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

Minor behavioral issues are managed by the classroom and special area teachers. On the first offense, the student receives a verbal warning and redirection. The expectation is reinforced with a replacement behavior. Beginning with the 2nd offense for the same behavior, the teacher begins documentation using the Minor Behavior Tracking Form and provides an appropriate intervention strategy. Problem-solving team meetings are scheduled as needed to discuss students needing additional assistance/reinforcement. Repeated offenses deemed minor in nature, may result in a disciplinary office referral after appropriate interventions have proven ineffective. In addition, any major violation of the code of conduct warrants an immediate office referral. All office disciplinary referrals are processed according to the district code of conduct.

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

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

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

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

### 3. Early Warning Systems

The school's response to this section may 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.**

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

The early warning chart below reflects EOY data from 2016-2017. Data for course failure reflects the number of students retained for current year.

**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     | 28          | 17 | 24 | 18 | 8  | 17 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 112   |
| One or more suspensions         | 16          | 2  | 8  | 9  | 13 | 15 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 63    |
| Course failure in ELA or Math   | 1           | 0  | 4  | 15 | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 20    |
| Level 1 on statewide assessment | 0           | 0  | 0  | 44 | 33 | 46 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 123   |

**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 | 3           | 0 | 3 | 18 | 14 | 16 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 54    |

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

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

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

After school tutoring is provided to all students evidencing low performance on grade level standards.

Students are recognized for their attendance quarterly and for their behavior daily, weekly, monthly, and quarterly. The school's guidance counselor and social worker track student attendance data and conduct attendance meetings/hearings with parents of truant students in an effort of improving attendance and increasing student performance.

The PBIS team analyzes behavioral data monthly for the purpose of identifying students in need of additional support. In addition, the behavioral interventionist meets with grade levels monthly to discuss/address behavioral concerns and provides support with intervention strategies. Check-in/Check-out is provided to students in need of mentorships, and problem-solving team meetings are held for students needing tier 2/3 support.

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

**B. Family and Community Engagement**

The school's response to this section may 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**

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Spook Hill creates partnerships through local businesses by hosting volunteer orientation and encouraging volunteers within our classrooms. We also elicit monetary partnerships between businesses and classrooms so that classroom teachers can purchase additional classroom supplies or curriculum. Also, business partnerships help support our PBIS system with rewards for students meeting school-wide expectations. Local churches and civic organizations provide student supplies, monetary, and in kind donations to support the school's needs.

**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               |
|--------------------|---------------------|
| Kauffman, Rubie    | Assistant Principal |
| Roberts, Lydia     | Teacher, K-12       |
| Browning, Michelle | Principal           |
| Highley, Ashley    | Instructional Coach |
| Socorro, Vivian    | Instructional Coach |
| Torres, Nydielis   | School Counselor    |

**b. Duties**

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

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

Assistant Principal: Assists principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention

support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

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

Behavioral Interventionist: Serves as the PBIS coach and provides quality service and expertise on behavioral issues for teachers and students alike. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

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

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

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

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

- \*Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks.
- \*Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- \*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- \*Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Title I, Part A --Title I, Part A funds school-wide services to Spook Hill Elementary. The Title I funds

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

Title I, Part C- Migrant--Migrant students enrolled in Spook Hill Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

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

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

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

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

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

## **b. Duties**

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

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**

At the initial SAC meeting of the 2017-2018 school year, SAC members will review the 2017 School Grade and/or student achievement data as compared to the 2016 SIP goals/strategies to determine overall effectiveness. In addition, they will make recommendations as to which goals/strategies need to be added, revised, continued or discontinued for the upcoming school year.

#### **b. Development of this school improvement plan**

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

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

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

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

As a result of an improved school grade, school recognition funds in the amount of \$60,000.00 were approved for staff bonuses. In addition, old discretionary lottery funds were designated to purchase additional printers in the amount of \$3,281.73. Due the fact that new discretionary lottery funds were not awarded until the end of the school year, the SAC will need to convene in September of 2017 to determine use of those funds.

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

Yes

#### **a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.**

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

## **3. Literacy Leadership Team (LLT)**

### **a. Membership**

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

| <b>Name</b>        | <b>Title</b>        |
|--------------------|---------------------|
| Browning, Michelle | Principal           |
| Kauffman, Rubie    | Assistant Principal |
| Trantham, Michele  | Teacher, K-12       |
| Socorro, Vivian    | Instructional Coach |

## **b. Duties**

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

The LLT promotes improvement in school-wide reading performance by monitoring students' performance on all progress monitoring assessments and identifying appropriate intervention strategies for individual students. Additionally, the LLT supports the Accelerated Reader Program and rewards students who participate. The role of the LLT is to ensure that district learning maps are being followed and instruction adheres to the timeline and expectations. The major initiatives for the LLT are to focus on implementing the PS/RtI strategies with fidelity and on closing the achievement gap with our sub groups that did not demonstrate learning gains in reading. Ongoing analysis of progress monitoring data with instructional staff provide the LLT and teachers of those students needing intervention and/or Tier II and Tier III services through the direction of the school guidance counselor.

## **D. Public and Collaborative Teaching**

The school's 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.**

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

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

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

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

In addition to using the district's PEC program, mentor teachers assigned to all qualifying teachers (Category One) to assist with curriculum development, classroom management, parent/teacher conferences, and progress monitoring of student performance data. In addition the school-based instruction coaches will mentor all struggling teachers through the coaching cycle throughout the school day and host monthly after school meetings to provide additional support and information to any and all interested instructional staff.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

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

## **b. Instructional Strategies**

### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

School data is reviewed and disaggregated throughout the year. Data chats are held by administration, instructional coaches, and teachers to discuss individualized classroom goals/strategies. Intensive Interventions are based on student needs and are provided in the areas of reading and math. Special attention is placed on accommodations and modifications based on ELL/ESE/504/IEP goals. The master schedule supports an additional hour of reading instruction deemed Reading Power Hour where students receive tiered instruction in foundational reading skills. Gifted students are also pulled during Reading Power Hour to receive small group instruction through instruction delivered by our schools alpha teacher. ESOL and ESE students are provided interventions through the use of an ESOL paraprofessional, and ESE Inclusion teachers. Our Speech/Language students are also provided instruction/therapy through the school's speech pathologist. The use of the Reading Wonders program allows for differentiation to occur within the lesson on different levels. There are leveled readers and opportunities for students to use other modalities of learning to show and tell about what they have learned. The school also uses Rosetta Stone for our ESL students to learn English at their individual speed. We also have the opportunity to use our paraprofessionals to work with small groups indicate by the teacher who may need either some review or some higher level thinking opportunities.

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



**Strategy: After School Program**

**Minutes added to school year: 0**

After school tutoring for students with reading, math, writing, and/or science deficiencies are provided by individual teachers as needed. We also offer the following enrichment opportunities for our students: National Elementary Honor Society, Casper News Network, patrols, academic team, archery club, chorus, strings and art club. These students will be able to grow academically, socially, and learn new skills through these programs.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

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

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

STAR Reading & Math, Istation Reading & Math, Reading Wonders weekly assessments, Go Math BOY, MOY, EOY assessments, and math and science benchmark assessments: All data will be analyzed to determine individual students' progress towards mastery of the Florida Standards.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may 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.**

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

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

Kindergarten teachers help their student's transition into Spook Hill Elementary by teaching lessons relating to rules, procedures and expectations. Parents are given materials to assist them in transitioning their child to kindergarten. As a method of evaluating the overall success of the transition from Preschool to Kindergarten, Kindergarten students are given the FLKRS test within the first 30 days of school to provide teachers, as well as other key personnel, valuable indicators of academic



readiness and needs. PS/RTI strategies will be used to assist Kindergarten students who score low on the Florida Kindergarten Readiness Screener (FLKRS) and/or district assessments.

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

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

## **b. College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## **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.

Points of Strength:

School-wide expectations/CHAMPS implementation  
MTSS process in place  
Maintaining ELA learning gains school wide  
Maintaining ELA proficiency (4th to 5th grade)  
Maintaining ELA bottom quartile learning gains school wide

Points of weakness:

Low attendance rate, especially in kindergarten and 5th grade  
Excessive ODRs resulting in OSS, especially in kindergarten and 5th grade  
Decrease in math proficiency (school-wide, 3rd to 4th, and 4th to 5th)  
Decrease in science proficiency  
Decrease in math learning gains school wide  
Decrease in math bottom quartile learning gains school wide  
Decrease in ELA proficiency (3rd to 4th)

### **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.

- Teaching math after many years of not teaching it
- Learning 3 Act Tasks
- Motivation
- Balancing practice & procedures
- Changing mindsets—Rewards (intrinsic/extrinsic)
- Lack of stability in classrooms
- Loss of 2 teachers in 3rd grade
- Absences of teachers & students
- CBT testing
- Last year's 5th graders were those passed on regardless of FSA score 2 years ago
- Discipline
- 1st year teachers
- Transfer students
- Not being able to cover all standards before testing/end of year

### **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.** Provide a safe, nurturing, and structured learning environment to promote active student engagement, increase student attendance, and decrease office discipline referrals.
- G2.** Teachers will engage students in rigorous tasks aligned with the cognitive complexity of grade level standards with the intent that all content areas goals will meet or exceed the targets for the 2017-2018 school year.
- G3.** Provide differentiated instruction targeted at specific students' needs to raise academic performance in ELA and math.

## Strategic Goals Detail

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

**G1.** Provide a safe, nurturing, and structured learning environment to promote active student engagement, increase student attendance, and decrease office discipline referrals. 1a

G098757

**Targets Supported** 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| Discipline incidents | 56.0          |
| Attendance Below 90% | 100.0         |

**Targeted Barriers to Achieving the Goal** 3

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

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

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

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

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

**Person Responsible**

Rubie Kauffman

**Schedule**

Monthly, from 9/4/2017 to 5/24/2018

**Evidence of Completion**

Discipline data, PBIS celebration data by grade/class/student, student attendance data

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

Monitor staff vacancies in RHS

**Person Responsible**

Michelle Browning

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

**Evidence of Completion**

RHS System

**G2.** Teachers will engage students in rigorous tasks aligned with the cognitive complexity of grade level standards with the intent that all content areas goals will meet or exceed the targets for the 2017-2018 school year. 1a

G098758

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement          | 49.0          |
| FSA Mathematics Achievement  | 52.0          |
| FCAT 2.0 Science Proficiency | 49.0          |

**Targeted Barriers to Achieving the Goal** 3

- Misalignment of student tasks with the cognitive complexity of grade level standards
- Lack of student engagement/active student learning

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

- Administration
- Instructional Coaches
- District Curriculum Maps
- District Personnel/Regional coaches
- CPALMS
- Reading Wonders
- GO Math
- Ongoing Progress Monitoring - STAR (Reading/Math), IStation, benchmark/formative assessments
- On-site and off-site professional development opportunities
- District Curriculum Maps
- 5E Science lessons within Moodle
- Think Central
- Collaborative planning

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

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

**Person Responsible**

Michelle Browning

**Schedule**

Biweekly, from 9/4/2017 to 5/24/2018

***Evidence of Completion***

Data from STAR Early Literacy, STAR Reading/Math, IStation, Go-Math, Reading Wonders, benchmark assessments

**G3. Provide differentiated instruction targeted at specific students' needs to raise academic performance in ELA and math.** 1a

G098759

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| ELA/Reading Gains            | 52.0          |
| Math Gains                   | 46.0          |
| ELA/Reading Lowest 25% Gains | 41.0          |
| Math Lowest 25% Gains        | 42.0          |

**Targeted Barriers to Achieving the Goal** 3

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

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

- Administration
- School based instructional coaches
- regional coaches
- District's Curriculum Maps
- CPALMS
- Reading Wonders
- Go Math
- CISM lessons
- common planning time
- SharePoint
- Ongoing progressing monitoring: STAR, IStation

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

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

**Person Responsible**

Michelle Browning

**Schedule**

Biweekly, from 9/4/2017 to 5/24/2018

**Evidence of Completion**

STAR Reading/Math, iStation, teacher made assessments, Reading Wonders and GO Math assessments, District Writing Progress Monitoring Assessments



## Action Plan for Improvement



*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key


**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


**G1.** Provide a safe, nurturing, and structured learning environment to promote active student engagement, increase student attendance, and decrease office discipline referrals. 1

 G098757

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

 B265785

**G1.B2.S1** Implementation of a school-wide common language to promote positive student behavior. 4

 S281703

### Strategy Rationale

Clear expectations will promote positive student behavior.

### Action Step 1 5

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

#### Person Responsible

Lydia Roberts

#### Schedule

On 8/3/2017

#### Evidence of Completion

PBIS handouts/PowerPoint, Pre-planning agenda

### Action Step 2 5

Review CHAMPS procedures with all staff to ensure CHAMPS is implemented in all classrooms and school environments.

#### Person Responsible

Lydia Roberts

#### Schedule

On 8/3/2017

#### Evidence of Completion

CHAMPS handouts/PowerPoint, Pre-Planning agenda

### Action Step 3 5

Teachers develop and implement CHAMPS procedures/classroom management plan

**Person Responsible**

Lydia Roberts

**Schedule**

Daily, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

CHAMPS posters, PBIS behavioral chart

### Action Step 4 5

Behavioral Interventionist develops PBIS/CHAMPS resources for teachers and provides support through the coaching cycle.

**Person Responsible**

Lydia Roberts

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

SharePoint, weekly coach log

### Action Step 5 5

Establish monthly grade level meetings with the SBLT for the purpose of addressing behavioral and attendance trends/issues.

**Person Responsible**

Lydia Roberts

**Schedule**

Monthly, from 8/28/2017 to 5/24/2018

***Evidence of Completion***

Meeting minutes, sign-in sheets

**Action Step 6** **5**

Conduct monthly PBIS meetings to review discipline data and PBIS attendance data.

**Person Responsible**

Lydia Roberts

**Schedule**

Monthly, from 7/31/2017 to 5/24/2018

**Evidence of Completion**

Meetings minutes/agenda

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

PBIS coach will ensure recognitions are provided to students meeting school-wide expectations 80% of the time. Classroom observations will be conducted to ensure teacher compliance with CHAMPS strategies including visual display of CHAMPS posters, classroom rules/expectations.

**Person Responsible**

Michelle Browning

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

Weekly, monthly, quarterly PBIS celebration student lists by grade/class, feedback from classroom observations

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

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

**Person Responsible**

Lydia Roberts

**Schedule**

Monthly, from 9/4/2017 to 5/24/2018

**Evidence of Completion**

discipline data, student attendance data

**G1.B2.S2** Implementation of Why Try program for select students. 4

 S281704

**Strategy Rationale**

Why Try is a researched based program that provides small group support to students struggling with academics, attendance, and or behavior.

**Action Step 1** 5

Identify target population of students for Why Try groups

**Person Responsible**

Lydia Roberts

**Schedule**

On 8/31/2017

***Evidence of Completion***

Student lists of first grade and fifth grade students identified as at risk for attendance and/or discipline.

**Action Step 2** 5

Offer small group sessions during lunch for a 10 week period.

**Person Responsible**

Lydia Roberts

**Schedule**

Weekly, from 9/11/2017 to 5/18/2018

***Evidence of Completion***

Why Try lesson plans/ attendance records

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

Weekly attendance sheets will be reviewed to determine implementation of program.

**Person Responsible**

Rubie Kauffman

**Schedule**

Monthly, from 9/15/2017 to 5/18/2018

***Evidence of Completion***

Attendance sheets

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

Pre/Post assessment will be administered at the beginning/end of each 10 week cycle.

**Person Responsible**

Rubie Kauffman


**Schedule**

On 5/18/2018

***Evidence of Completion***

Data from pre/post assessment will be utilized to determine effectiveness of program.

**G1.B3** lack of family engagement **2**

 B265786

**G1.B3.S1** Increase communication with families regarding school-wide events as well as students' academics, attendance, and behavior. **4**

 S281705

**Strategy Rationale**

Increased communication will increase family engagement thus increasing student engagement and attendance as well as decrease office discipline referrals.

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

Develop a school-wide calendar of events to include dates and times for student incentives/ recognitions and opportunities for family involvement to be distributed to parents at the beginning of the year.

**Person Responsible**

Michelle Browning

**Schedule**

On 8/11/2017

***Evidence of Completion***

school-wide calendar of events

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

Create and distribute monthly newsletters highlighting school-wide information to all families.

**Person Responsible**

Ashley Highley

**Schedule**

Monthly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

newsletters



**Action Step 3** 5

Teachers utilize student agendas as daily communication with individual parents regarding students' behavior, academics, and attendance.

**Person Responsible**

Rubie Kauffman

**Schedule**

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


**Evidence of Completion**

individual student agendas, informal conversations with teachers/parents

**G1.B4 lack of support** 2

 B265787

**G1.B4.S1 Limited funds to provide incentives to encourage teachers to remain at current school** 4

 S281706

**Strategy Rationale**

**Action Step 1** 5

Recognizing instructional staff and professionals who come to or remain at the school

**Person Responsible**

Michelle Browning

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

**Evidence of Completion**

Payroll Records

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Monitor for Fidelity

**Person Responsible**

Michelle Browning

**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Expenditure posted in SAP

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Retention Rate

**Person Responsible**

Michelle Browning


**Schedule**

Monthly, from 10/1/2017 to 8/31/2018

***Evidence of Completion***

Number of vacancies at the school

**G2.** Teachers will engage students in rigorous tasks aligned with the cognitive complexity of grade level standards with the intent that all content areas goals will meet or exceed the targets for the 2017-2018 school year. 1

 G098758

**G2.B1** Misalignment of student tasks with the cognitive complexity of grade level standards 2

 B265788

**G2.B1.S1** Instructional coaches will provide a supportive environment where teachers collaboratively unpack standards and align curriculum and instruction to address the cognitive complexity of grade level standards. 4

 S281707

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Vivian Socorro

#### Schedule

On 8/25/2017

#### Evidence of Completion

Established group norms, minutes from collaborative planning sessions

### Action Step 2 5

Train teachers on how to analyze and understand the standards by cognitive complexity in preparation of collaborative planning sessions.

#### Person Responsible

Vivian Socorro

#### Schedule

On 8/17/2017

#### Evidence of Completion

minutes from collaborative planning sessions

### Action Step 3 5

Schedule weekly grade level/content area collaborative planning sessions with instructional coaches and administration for the purpose of aligning common student tasks and formative assessments as well as analyzing class and grade level data trends related to identified tasks/assessments.

**Person Responsible**

Vivian Socorro

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

Weekly collaborative planning schedules, sign-in sheets, progress monitoring data within SharePoint

### Action Step 4 5

Instructional coaches will model and assist with planning and instructional delivery for classroom teachers through the coaching cycle.

**Person Responsible**

**Schedule**

Weekly, from 8/17/2017 to 5/24/2018

***Evidence of Completion***

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

### Action Step 5 5

Teacher bring student tasks, student work samples/exemplars, and formative assessments to collaborative planning sessions.

**Person Responsible**

Vivian Socorro

**Schedule**

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

***Evidence of Completion***

sample student tasks, collaborative planning minutes

### Action Step 6 5

Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers regarding the alignment of student tasks to grade level standards.

**Person Responsible**

Michelle Browning

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

weekly monitoring schedule

### Action Step 7 5

Schedule quarterly grade level/content area collaborative planning sessions with instructional coaches and administration for the purpose of curriculum development as well as analyzing class and grade level data trends regarding progress monitoring data.

**Person Responsible**

Rubie Kauffman

**Schedule**

Quarterly, from 9/4/2017 to 3/30/2018

***Evidence of Completion***

curriculum development agenda, grade level notes

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

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

**Person Responsible**

Rubie Kauffman

**Schedule**

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

***Evidence of Completion***

copy of collaborative planning minutes/sign-in sheets

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

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

**Person Responsible**

Michelle Browning

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018


***Evidence of Completion***

student tasks/student work samples, observation feedback

**G2.B2** Lack of student engagement/active student learning **2**

 B265789

**G2.B2.S1** Implement coaching cycle for planning and delivery of standards based instruction. **4**

 S281708

**Strategy Rationale**

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

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

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

**Person Responsible**

Vivian Socorro

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Vivian Socorro

**Schedule**

Monthly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

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



### Action Step 3 **5**

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

**Person Responsible**

Michelle Browning

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

weekly monitoring schedule

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

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

**Person Responsible**

Michelle Browning

**Schedule**

Monthly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Michelle Browning

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

Observation feedback

**G3.** Provide differentiated instruction targeted at specific students' needs to raise academic performance in ELA and math. 1

 G098759

**G3.B1** Lack of knowledge in how to disaggregate and analyze student data for the purpose of aligning curriculum and instruction 2

 B265790

**G3.B1.S1** Provide guidance in collecting and disaggregating student data as well as interpreting the outcomes and next steps. 4

 S281709

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Vivian Socorro

#### Schedule

On 8/2/2017

#### Evidence of Completion

Progress monitoring tool

### Action Step 2 5

Teachers will collect and record ongoing progress monitoring data including weekly/monthly/quarterly formative assessments from Reading Wonders, math benchmark assessments, STAR and Istation within SharePoint.

#### Person Responsible

Vivian Socorro

#### Schedule

Weekly, from 9/4/2017 to 5/24/2018

#### Evidence of Completion

data file in SharePoint

### Action Step 3 **5**

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

**Person Responsible**

Vivian Socorro

**Schedule**

Weekly, from 9/4/2017 to 5/24/2018

***Evidence of Completion***

Meeting minutes, intervention plans

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

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

**Person Responsible**

Michelle Browning

**Schedule**

Weekly, from 9/4/2017 to 5/24/2018

***Evidence of Completion***

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

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

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

**Person Responsible**

Michelle Browning

**Schedule**

Weekly, from 9/4/2017 to 5/24/2018

***Evidence of Completion***

classroom observation data and feedback - Journey, MTSS data

**G3.B2** low expectations/low student performance **2**

 B265791

**G3.B2.S1** Providing small group instruction for all students identified as needing support in ELA and/or math. **4**

 S281710

**Strategy Rationale**

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

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

Create master schedule to accommodate staggered Reading Power Hour for all grade levels.

**Person Responsible**

Vivian Socorro

**Schedule**

On 7/10/2017

***Evidence of Completion***

master schedule

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

Assign ESE inclusion teachers to K-2, 3rd, 4th, and 5th grades classes. Create schedules for support staff to provide interventions for identified ESE, ELL, and struggling readers.

**Person Responsible**

Rubie Kauffman

**Schedule**

Monthly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

copies of support staff schedules

### Action Step 3 5

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

**Person Responsible**

Vivian Socorro

**Schedule**

Weekly, from 9/4/2017 to 5/24/2018

***Evidence of Completion***

collaborative planning minutes

### Action Step 4 5

Teachers will implement daily small group instruction based upon students' learning needs.

**Person Responsible**

Vivian Socorro

**Schedule**

Daily, from 9/4/2017 to 5/24/2018

***Evidence of Completion***

Lesson plans

### Action Step 5 5

Provide after school tutoring for students demonstrating deficiency in ELA or math.

**Person Responsible**

Rubie Kauffman

**Schedule**

Weekly, from 9/11/2017 to 3/30/2018

***Evidence of Completion***

Tutoring schedule, student lists

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

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

**Person Responsible**

Michelle Browning

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

Classroom walk through data - Journey

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

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

**Person Responsible**

Vivian Socorro

**Schedule**

Biweekly, from 9/4/2017 to 5/24/2018





















***Evidence of Completion***

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

## 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>2018</b>             |  |                    |                               |  |                        |
| G3.B2.S1.A1<br>A380000  | Create master schedule to accommodate staggered Reading Power Hour for all grade levels.             | Socorro, Vivian    | 6/12/2017                     | master schedule  | 7/10/2017<br>one-time  |
| G3.B1.S1.A1<br>A379997  | Revise online data tracking system for teachers to record progress monitoring data within SharePoint | Socorro, Vivian    | 6/12/2017                     | Progress monitoring tool   | 8/2/2017<br>one-time   |
| G1.B2.S1.A1<br>A379975  | Establish and communicate school-wide PBIS expectations and PBIS reward system to all staff.         | Roberts, Lydia     | 8/3/2017                      | PBIS handouts/PowerPoint, Pre-planning agenda  | 8/3/2017<br>one-time   |
| G1.B2.S1.A2<br>A379976  | Review CHAMPS procedures with all staff to ensure CHAMPS is implemented in all classrooms and...     | Roberts, Lydia     | 8/3/2017                      | CHAMPS handouts/PowerPoint, Pre-Planning agenda  | 8/3/2017<br>one-time   |
| G1.B3.S1.A1<br>A379983  | Develop a school-wide calendar of events to include dates and times for student...                   | Browning, Michelle | 6/12/2017                     | school-wide calendar of events   | 8/11/2017<br>one-time  |
| G2.B1.S1.A2<br>A379988  | Train teachers on how to analyze and understand the standards by cognitive complexity in...          | Socorro, Vivian    | 8/17/2017                     | minutes from collaborative planning sessions   | 8/17/2017<br>one-time  |
| G2.B1.S1.A1<br>A379987  | Establish group norms/roles/tasks prior to collaborative planning.                                   | Socorro, Vivian    | 8/10/2017                     | Established group norms, minutes from collaborative planning sessions  | 8/25/2017<br>one-time  |
| G1.B2.S2.A1<br>A379981  | Identify target population of students for Why Try groups  | Roberts, Lydia     | 8/16/2017                     | Student lists of first grade and fifth grade students identified as at risk for attendance and/or discipline.                                    | 8/31/2017<br>one-time  |
| G2.B1.S1.A7<br>A379993  | Schedule quarterly grade level/content area collaborative planning sessions with instructional...    | Kauffman, Rubie    | 9/4/2017                      | curriculum development agenda, grade level notes   | 3/30/2018<br>quarterly |
| G3.B2.S1.A5<br>A380004  | Provide after school tutoring for students demonstrating deficiency in ELA or math.                  | Kauffman, Rubie    | 9/11/2017                     | Tutoring schedule, student lists   | 3/30/2018<br>weekly    |
| G1.B2.S2.MA1<br>M412214 | Pre/Post assessment will be administered at the beginning/end of each 10 week cycle.                 | Kauffman, Rubie    | 9/11/2017                     | Data from pre/post assessment will be utilized to determine effectiveness of program.  | 5/18/2018<br>one-time  |
| G1.B2.S2.MA1<br>M412215 | Weekly attendance sheets will be reviewed to determine implementation of program.                    | Kauffman, Rubie    | 9/15/2017                     | Attendance sheets  | 5/18/2018<br>monthly   |
| G1.B2.S2.A2<br>A379982  | Offer small group sessions during lunch for a 10 week period.  | Roberts, Lydia     | 9/11/2017                     | Why Try lesson plans/ attendance records   | 5/18/2018<br>weekly    |
| G1.MA1<br>M412218       | Discipline and attendance data will be reviewed to determine a decrease in office discipline...      | Kauffman, Rubie    | 9/4/2017                      | Discipline data, PBIS celebration data by grade/class/student, student attendance data   | 5/24/2018<br>monthly   |
| G2.MA1<br>M412224       | On-going progress monitoring data will be analyzed to determine student achievement towards grade... | Browning, Michelle | 9/4/2017                      | Data from STAR Early Literacy, STAR Reading/Math, iStation, Go-Math, Reading Wonders, benchmark assessments                                      | 5/24/2018<br>biweekly  |
| G3.MA1<br>M412229       | Ongoing student achievement data will be analyzed to determine academic achievement towards targets. | Browning, Michelle | 9/4/2017                      | STAR Reading/Math, iStation, teacher made assessments, Reading Wonders and GO Math assessments, District Writing Progress Monitoring Assessments | 5/24/2018<br>biweekly  |
| G1.B2.S1.MA1<br>M412212 | Discipline and attendance data will be reviewed monthly to create actions steps to respond to...     | Roberts, Lydia     | 9/4/2017                      | discipline data, student attendance data   | 5/24/2018<br>monthly   |
| G1.B2.S1.MA1<br>M412213 | PBIS coach will ensure recognitions are provided to students meeting school-wide expectations 80%... | Browning, Michelle | 8/14/2017                     | Weekly, monthly, quarterly PBIS celebration student lists by grade/class, feedback from classroom observations                                   | 5/24/2018<br>weekly    |

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| Source  | Task, Action Step or Monitoring Activity   | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date |
|---|--|--------------------|-------------------------------|---|--------------------|
| G1.B2.S1.A3<br> A379977    | Teachers develop and implement CHAMPS procedures/classroom management plan                             | Roberts, Lydia     | 8/3/2017                      | CHAMPS posters, PBIS behavioral chart   | 5/24/2018 daily    |
| G1.B2.S1.A4<br> A379978    | Behavioral Interventionist develops PBIS/CHAMPS resources for teachers and provides support through... | Roberts, Lydia     | 8/3/2017                      | SharePoint, weekly coach log  | 5/24/2018 weekly   |
| G1.B2.S1.A5<br> A379979    | Establish monthly grade level meetings with the SBLT for the purpose of addressing behavioral and...   | Roberts, Lydia     | 8/28/2017                     | Meeting minutes, sign-in sheets   | 5/24/2018 monthly  |
| G1.B2.S1.A6<br> A379980    | Conduct monthly PBIS meetings to review discipline data and PBIS attendance data.                      | Roberts, Lydia     | 7/31/2017                     | Meetings minutes/agenda   | 5/24/2018 monthly  |
| G1.B3.S1.A2<br> A379984    | Create and distribute monthly newsletters highlighting school-wide information to all families.        | Highley, Ashley    | 8/14/2017                     | newsletters   | 5/24/2018 monthly  |
| G1.B3.S1.A3<br> A379985    | Teachers utilize student agendas as daily communication with individual parents regarding students'... | Kauffman, Rubie    | 8/10/2017                     | individual student agendas, informal conversations with teachers/parents  | 5/24/2018 daily    |
| G2.B1.S1.MA1<br> M412220   | Classroom observations will be conducted to ensure grade level standards are being taught and...       | Browning, Michelle | 8/14/2017                     | student tasks/student work samples, observation feedback  | 5/24/2018 weekly   |
| G2.B1.S1.MA1<br> M412221   | Instructional Coaches/SBLT will maintain sign in sheets and document progress of collaborative...      | Kauffman, Rubie    | 8/10/2017                     | copy of collaborative planning minutes/sign-in sheets   | 5/24/2018 weekly   |
| G2.B1.S1.A3<br> A379989    | Schedule weekly grade level/content area collaborative planning sessions with instructional coaches... | Socorro, Vivian    | 8/14/2017                     | Weekly collaborative planning schedules, sign-in sheets, progress monitoring data within SharePoint             | 5/24/2018 weekly   |
| G2.B1.S1.A4<br> A379990  | Instructional coaches will model and assist with planning and instructional delivery for classroom...  |                    | 8/17/2017                     | coach's log, collaborative planning minutes/sign-in sheets  | 5/24/2018 weekly   |
| G2.B1.S1.A5<br> A379991  | Teacher bring student tasks, student work samples/exemplars, and formative assessments to...           | Socorro, Vivian    | 8/24/2017                     | sample student tasks, collaborative planning minutes  | 5/24/2018 weekly   |
| G2.B1.S1.A6<br> A379992  | Weekly monitoring schedules will be created for the purpose of collecting observation data and...      | Browning, Michelle | 8/14/2017                     | weekly monitoring schedule  | 5/24/2018 weekly   |
| G2.B2.S1.MA1<br> M412222 | Classroom observations will be conducted to ensure teachers are applying knowledge gained from PD...   | Browning, Michelle | 8/14/2017                     | Observation feedback  | 5/24/2018 weekly   |
| G2.B2.S1.MA1<br> M412223 | Coach's logs will be monitored to determine implementation of coaching cycle. Artificats from PD...    | Browning, Michelle | 8/3/2017                      | Coach's logs, PD artifacts, SBLT monitoring schedule/minutes  | 5/24/2018 monthly  |
| G2.B2.S1.A1<br> A379994  | Instructional coaches will model and assist with planning and instructional delivery for classroom...  | Socorro, Vivian    | 8/14/2017                     | coach's log, collaborative planning minutes/sign-in sheets  | 5/24/2018 weekly   |
| G2.B2.S1.A2<br> A379995  | Instructional coaches will provide professional development to increase teacher knowledge and...       | Socorro, Vivian    | 8/3/2017                      | agendas, PowerPoints/Handouts from PD, Sign-in Sheets   | 5/24/2018 monthly  |
| G2.B2.S1.A3<br> A379996  | Weekly monitoring schedules will be created for the purpose of collecting observation data and...      | Browning, Michelle | 8/14/2017                     | weekly monitoring schedule  | 5/24/2018 weekly   |
| G3.B1.S1.MA1<br> M412225 | Classroom observations will be conducted during whole group and small group instruction to ensure...   | Browning, Michelle | 9/4/2017                      | classroom observation data and feedback - Journey, MTSS data  | 5/24/2018 weekly   |
| G3.B1.S1.MA1<br> M412226 | During weekly collaborative planning sessions, data will be accessed by instructional coaches and...   | Browning, Michelle | 9/4/2017                      | Sign-in sheets/minutes of meetings, MTSS data, teacher data collection/ documentation of tier 2/3 interventions | 5/24/2018 weekly   |
| G3.B1.S1.A2<br> A379998  | Teachers will collect and record ongoing progress monitoring data including...                         | Socorro, Vivian    | 9/4/2017                      | data file in SharePoint   | 5/24/2018 weekly   |



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|--|--|--------------------|-------------------------------|--|--------------------|
| G3.B1.S1.A3<br> A379999   | Schedule grade level meetings to analyze student performance data for the purpose of...              | Socorro, Vivian    | 9/4/2017                      | Meeting minutes, intervention plans  | 5/24/2018 weekly   |
| G3.B2.S1.MA1<br> M412227  | Monthly data chats will be conducted with teachers to review student progress of academic...         | Socorro, Vivian    | 9/4/2017                      | sign-in sheets, MTSS data/intervention plans, meeting minutes, IStation data | 5/24/2018 biweekly |
| G3.B2.S1.MA1<br> M412228  | Classroom observations will be conducted to ensure implementation of small group instruction.        | Browning, Michelle | 8/14/2017                     | Classroom walk through data - Journey  | 5/24/2018 weekly   |
| G3.B2.S1.A2<br> A380001   | Assign ESE inclusion teachers to K-2, 3rd, 4th, and 5th grades classes. Create schedules for...      | Kauffman, Rubie    | 8/14/2017                     | copies of support staff schedules  | 5/24/2018 monthly  |
| G3.B2.S1.A3<br> A380002   | Instructional coaches will provide appropriate intervention strategies and resources to classroom... | Socorro, Vivian    | 9/4/2017                      | collaborative planning minutes   | 5/24/2018 weekly   |
| G3.B2.S1.A4<br> A380003   | Teachers will implement daily small group instruction based upon students' learning needs.           | Socorro, Vivian    | 9/4/2017                      | Lesson plans   | 5/24/2018 daily    |
| G1.MA2<br> M412219        | Monitor staff vacancies in RHS   | Browning, Michelle | 10/1/2017                     | RHS System   | 8/31/2018 monthly  |
| G1.B4.S1.MA1<br> M412216  | Retention Rate   | Browning, Michelle | 10/1/2017                     | Number of vacancies at the school  | 8/31/2018 monthly  |
| G1.B4.S1.MA1<br> M412217 | Monitor for Fidelity   | Browning, Michelle | 10/1/2017                     | Expenditure posted in SAP  | 8/31/2018 monthly  |
| G1.B4.S1.A1<br> A379986 | Recognizing instructional staff and professionals who come to or remain at the school                | Browning, Michelle | 10/1/2017                     | Payroll Records  | 8/31/2018 monthly  |

## V. Professional Development Opportunities

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

**G1.** Provide a safe, nurturing, and structured learning environment to promote active student engagement, increase student attendance, and decrease office discipline referrals.

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

**G1.B2.S1** Implementation of a school-wide common language to promote positive student behavior.

### PD Opportunity 1

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

#### Facilitator

Lydia Roberts

#### Participants

All Instructional Staff

#### Schedule

On 8/3/2017

### PD Opportunity 2

Review CHAMPS procedures with all staff to ensure CHAMPS is implemented in all classrooms and school environments.

#### Facilitator

Lydia Roberts

#### Participants

All Instructional Staff

#### Schedule

On 8/3/2017

**G2.** Teachers will engage students in rigorous tasks aligned with the cognitive complexity of grade level standards with the intent that all content areas goals will meet or exceed the targets for the 2017-2018 school year.

**G2.B1** Misalignment of student tasks with the cognitive complexity of grade level standards

**G2.B1.S1** Instructional coaches will provide a supportive environment where teachers collaboratively unpack standards and align curriculum and instruction to address the cognitive complexity of grade level standards.

**PD Opportunity 1**

Train teachers on how to analyze and understand the standards by cognitive complexity in preparation of collaborative planning sessions.

**Facilitator**

Vivian Socorro/Ashley Highley

**Participants**

K-5 teachers

**Schedule**

On 8/17/2017

**G2.B2** Lack of student engagement/active student learning

**G2.B2.S1** Implement coaching cycle for planning and delivery of standards based instruction.

**PD Opportunity 1**

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

**Facilitator**

Ashley HighleyVivian Socorro

**Participants**

K-5 teachers

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

## PD Opportunity 2

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

### Facilitator

Ashley Highley/Vivian Socorro

### Participants

K-5 teachers

### Schedule

Monthly, from 8/3/2017 to 5/24/2018

**G3.** Provide differentiated instruction targeted at specific students' needs to raise academic performance in ELA and math.

### **G3.B2** low expectations/low student performance

**G3.B2.S1** Providing small group instruction for all students identified as needing support in ELA and/or math.

## PD Opportunity 1

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

### Facilitator

Ashley Highley/Vivian Socorro

### Participants

K-5 Teachers

### Schedule

Weekly, from 9/4/2017 to 5/24/2018

## VI. Technical Assistance Items

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

**G3.** Provide differentiated instruction targeted at specific students' needs to raise academic performance in ELA and math.

**G3.B1** Lack of knowledge in how to disaggregate and analyze student data for the purpose of aligning curriculum and instruction

**G3.B1.S1** Provide guidance in collecting and disaggregating student data as well as interpreting the outcomes and next steps.

### TA Opportunity 1

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

#### Facilitator

Vivian Socorro

#### Participants

K-5 teachers

#### Schedule

On 8/2/2017

## VII. Budget

|                                   |             |   |                                     |                |     |             |
|-----------------------------------|-------------|---|-------------------------------------|----------------|-----|-------------|
| 1                                 | G1.B2.S1.A1 | Establish and communicate school-wide PBIS expectations and PBIS reward system to all staff.                            |                                     |                |     | \$0.00      |
| 2                                 | G1.B2.S1.A2 | Review CHAMPS procedures with all staff to ensure CHAMPS is implemented in all classrooms and school environments.      |                                     |                |     | \$0.00      |
| 3                                 | G1.B2.S1.A3 | Teachers develop and implement CHAMPS procedures/classroom management plan  |                                     |                |     | \$0.00      |
| 4                                 | G1.B2.S1.A4 | Behavioral Interventionist develops PBIS/CHAMPS resources for teachers and provides support through the coaching cycle. |                                     |                |     | \$52,590.00 |
|                                   | Function    | Object  | Budget Focus                        | Funding Source | FTE | 2017-18     |
|                                   | 5100        | 130-Other Certified Instructional Personnel   | 1371 - Spook Hill Elementary School | UniSIG         | 1.0 | \$39,973.00 |
| Notes: Behavioral Interventionist |             |   |                                     |                |     |             |
|                                   | 5100        | 220-Social Security   | 1371 - Spook Hill Elementary School | UniSIG         | 1.0 | \$3,058.00  |
| Notes: Behavioral Interventionist |             |   |                                     |                |     |             |
|                                   | 5100        | 210-Retirement  | 1371 - Spook Hill Elementary School | UniSIG         | 1.0 | \$3,166.00  |

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|----|-------------|--|---|-----------------|------|--------------------|
|    |             |  | <i>Notes: Behavioral Interventionist</i>  |                 |      |                    |
|    | 5100        | 231-Health and Hospitalization   | 1371 - Spook Hill Elementary School   | UniSIG          | 1.0  | \$6,140.00         |
|    |             |  | <i>Notes: Behavioral Interventionist</i>  |                 |      |                    |
|    | 5100        | 232-Life Insurance   | 1371 - Spook Hill Elementary School   | UniSIG          | 1.0  | \$19.00            |
|    |             |  | <i>Notes: Behavioral Interventionist</i>  |                 |      |                    |
|    | 5100        | 240-Workers Compensation   | 1371 - Spook Hill Elementary School   | UniSIG          | 1.0  | \$234.00           |
|    |             |  | <i>Notes: Behavioral Interventionist</i>  |                 |      |                    |
| 5  | G1.B2.S1.A5 | <b>Establish monthly grade level meetings with the SBLT for the purpose of addressing behavioral and attendance trends/issues.</b>   |   |                 |      | <b>\$0.00</b>      |
| 6  | G1.B2.S1.A6 | <b>Conduct monthly PBIS meetings to review discipline data and PBIS attendance data.</b>   |   |                 |      | <b>\$0.00</b>      |
| 7  | G1.B2.S2.A1 | <b>Identify target population of students for Why Try groups</b>   |   |                 |      | <b>\$0.00</b>      |
| 8  | G1.B2.S2.A2 | <b>Offer small group sessions during lunch for a 10 week period.</b>   |   |                 |      | <b>\$0.00</b>      |
| 9  | G1.B3.S1.A1 | <b>Develop a school-wide calendar of events to include dates and times for student incentives/recognitions and opportunities for family involvement to be distributed to parents at the beginning of the year.</b> |   |                 |      | <b>\$2,000.00</b>  |
|    | Function    | Object   | Budget Focus  | Funding Source  | FTE  | 2017-18            |
|    | 6150        |  | 1371 - Spook Hill Elementary School   | Title, I Part A |      | \$2,000.00         |
|    |             |  | <i>Notes: Snacks for Report Card Dinner Nights, Muffins with Moms, and Donuts with Dads. Paper/printing for newsletter.</i> |                 |      |                    |
| 10 | G1.B3.S1.A2 | <b>Create and distribute monthly newsletters highlighting school-wide information to all families.</b>   |   |                 |      | <b>\$0.00</b>      |
| 11 | G1.B3.S1.A3 | <b>Teachers utilize student agendas as daily communication with individual parents regarding students' behavior, academics, and attendance.</b>  |   |                 |      | <b>\$2,710.80</b>  |
|    | Function    | Object   | Budget Focus  | Funding Source  | FTE  | 2017-18            |
|    | 6150        | 510-Supplies   | 1371 - Spook Hill Elementary School   | Title, I Part A |      | \$2,710.80         |
|    |             |  | <i>Notes: Student binders/agendas</i>   |                 |      |                    |
| 12 | G1.B4.S1.A1 | <b>Recognizing instructional staff and professionals who come to or remain at the school</b>   |   |                 |      | <b>\$77,808.00</b> |
|    | Function    | Object   | Budget Focus  | Funding Source  | FTE  | 2017-18            |
|    | 5100        | 120-Classroom Teachers   | 1371 - Spook Hill Elementary School   | UniSIG          | 63.0 | \$63,000.00        |
|    |             |  | <i>Notes: Recruitment/Retention</i>   |                 |      |                    |
|    | 5100        | 150-Aides  | 1371 - Spook Hill Elementary School   | UniSIG          | 16.0 | \$4,000.00         |

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|----|-------------|--|---|----------------|------|---------------------|
|    |             |  | <i>Notes: Recruitment/Retention</i>           |                |      |                     |
|    | 5100        | 210-Retirement   | 1371 - Spook Hill Elementary School           | UniSIG         | 79.0 | \$5,327.00          |
|    |             |  | <i>Notes: Recruitment/Retention</i>           |                |      |                     |
|    | 5100        | 220-Social Security  | 1371 - Spook Hill Elementary School           | UniSIG         | 79.0 | \$5,106.00          |
|    |             |  | <i>Notes: Recruitment/Retention</i>           |                |      |                     |
|    | 5100        | 240-Workers Compensation   | 1371 - Spook Hill Elementary School           | UniSIG         | 79.0 | \$375.00            |
|    |             |  | <i>Notes: Recruitment/Retention</i>           |                |      |                     |
| 13 | G2.B1.S1.A1 | <b>Establish group norms/roles/tasks prior to collaborative planning.</b>  |   |                |      | <b>\$0.00</b>       |
| 14 | G2.B1.S1.A2 | <b>Train teachers on how to analyze and understand the standards by cognitive complexity in preparation of collaborative planning sessions.</b>  |   |                |      | <b>\$0.00</b>       |
| 15 | G2.B1.S1.A3 | <b>Schedule weekly grade level/content area collaborative planning sessions with instructional coaches and administration for the purpose of aligning common student tasks and formative assessments as well as analyzing class and grade level data trends related to identified tasks/assessments.</b> |   |                |      | <b>\$0.00</b>       |
| 16 | G2.B1.S1.A4 | <b>Instructional coaches will model and assist with planning and instructional delivery for classroom teachers through the coaching cycle.</b>   |   |                |      | <b>\$107,928.00</b> |
|    | Function    | Object   | Budget Focus                                  | Funding Source | FTE  | 2017-18             |
|    | 6400        | 130-Other Certified Instructional Personnel  | 1371 - Spook Hill Elementary School           | UniSIG         | 2.0  | \$82,330.00         |
|    |             |  | <i>Notes: Reading and Math Coach salaries</i> |                |      |                     |
|    | 6400        | 220-Social Security  | 1371 - Spook Hill Elementary School           | UniSIG         | 2.0  | \$6,298.00          |
|    |             |  | <i>Notes: Reading and Math Coach salaries</i> |                |      |                     |
|    | 6400        | 210-Retirement   | 1371 - Spook Hill Elementary School           | UniSIG         | 2.0  | \$6,521.00          |
|    |             |  | <i>Notes: Reading and Math Coach salaries</i> |                |      |                     |
|    | 6400        | 231-Health and Hospitalization   | 1371 - Spook Hill Elementary School           | UniSIG         | 2.0  | \$12,280.00         |
|    |             |  | <i>Notes: Reading and Math Coach salaries</i> |                |      |                     |
|    | 6400        | 232-Life Insurance   | 1371 - Spook Hill Elementary School           | UniSIG         | 2.0  | \$38.00             |
|    |             |  | <i>Notes: Reading and Math Coach salaries</i> |                |      |                     |
|    | 6400        | 240-Workers Compensation   | 1371 - Spook Hill Elementary School           | UniSIG         | 2.0  | \$461.00            |
|    |             |  | <i>Notes: Reading and Math Coach salaries</i> |                |      |                     |
| 17 | G2.B1.S1.A5 | <b>Teacher bring student tasks, student work samples/exemplars, and formative assessments to collaborative planning sessions.</b>  |   |                |      | <b>\$0.00</b>       |

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|----|-------------|--|-------------------------------------|-----------------|-----|-------------|
| 18 | G2.B1.S1.A6 | Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers regarding the alignment of student tasks to grade level standards.   |                                     |                 |     | \$0.00      |
| 19 | G2.B1.S1.A7 | Schedule quarterly grade level/content area collaborative planning sessions with instructional coaches and administration for the purpose of curriculum development as well as analyzing class and grade level data trends regarding progress monitoring data. |                                     |                 |     | \$12,076.80 |
|    | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18     |
|    | 6300        | 140-Substitute Teachers  | 1371 - Spook Hill Elementary School | Title, I Part A |     | \$12,076.80 |
|    |             |  | Notes: Notes                        |                 |     |             |
| 20 | G2.B2.S1.A1 | Instructional coaches will model and assist with planning and instructional delivery for classroom teachers.   |                                     |                 |     | \$0.00      |
| 21 | G2.B2.S1.A2 | Instructional coaches will provide professional development to increase teacher knowledge and application of effective instructional strategies as aligned with Florida Standards.   |                                     |                 |     | \$0.00      |
| 22 | G2.B2.S1.A3 | Weekly monitoring schedules will be created for the purpose of collecting observation data and providing feedback to teachers.   |                                     |                 |     | \$0.00      |
| 23 | G3.B1.S1.A1 | Revise online data tracking system for teachers to record progress monitoring data within SharePoint   |                                     |                 |     | \$0.00      |
| 24 | G3.B1.S1.A2 | Teachers will collect and record ongoing progress monitoring data including weekly/monthly/quarterly formative assessments from Reading Wonders, math benchmark assessments, STAR and Istation within SharePoint.  |                                     |                 |     | \$0.00      |
| 25 | G3.B1.S1.A3 | Schedule grade level meetings to analyze student performance data for the purpose of differentiating instruction and providing tiered support to students.   |                                     |                 |     | \$0.00      |
| 26 | G3.B2.S1.A1 | Create master schedule to accommodate staggered Reading Power Hour for all grade levels.   |                                     |                 |     | \$0.00      |
| 27 | G3.B2.S1.A2 | Assign ESE inclusion teachers to K-2, 3rd, 4th, and 5th grades classes. Create schedules for support staff to provide interventions for identified ESE, ELL, and struggling readers.   |                                     |                 |     | \$23,924.15 |
|    | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18     |
|    | 2110        | 100-Salaries   | 1371 - Spook Hill Elementary School | Title, I Part A |     | \$23,924.15 |
|    |             |  | Notes: Title One Paraprofessional   |                 |     |             |
| 28 | G3.B2.S1.A3 | Instructional coaches will provide appropriate intervention strategies and resources to classroom teachers during collaborative planning sessions based upon data analysis.  |                                     |                 |     | \$5,620.37  |
|    | Function    | Object   | Budget Focus                        | Funding Source  | FTE | 2017-18     |
|    | 5100        | 510-Supplies   | 1371 - Spook Hill Elementary School | Title, I Part A |     | \$5,620.37  |



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|---------------|--------------------|---|---|-----------------|-----|---------------------|
|               |                    |   | <i>Notes: Classroom resources to supplement small group instruction</i> |                 |     |                     |
| <b>29</b>     | <b>G3.B2.S1.A4</b> | <b>Teachers will implement daily small group instruction based upon students' learning needs.</b> |   |                 |     | <b>\$7,554.00</b>   |
|               | Function           | Object  | Budget Focus  | Funding Source  | FTE | 2017-18             |
|               | 6200               | 612-Library Books for Existing Libraries  | 1371 - Spook Hill Elementary School                                     | Title, I Part A |     | \$2,000.00          |
|               |                    |   | <i>Notes: Library books for media center</i>                            |                 |     |                     |
|               | 5100               | 510-Supplies  | 1371 - Spook Hill Elementary School                                     | UniSIG          |     | \$5,554.00          |
|               |                    |   | <i>Notes: Supplies and classroom libraries</i>                          |                 |     |                     |
| <b>30</b>     | <b>G3.B2.S1.A5</b> | <b>Provide after school tutoring for students demonstrating deficiency in ELA or math.</b>        |   |                 |     | <b>\$6,000.00</b>   |
|               | Function           | Object  | Budget Focus  | Funding Source  | FTE | 2017-18             |
|               | 5900               | 100-Salaries  | 1371 - Spook Hill Elementary School                                     | Title, I Part A |     | \$6,000.00          |
|               |                    |   | <i>Notes: Stipends for tutoring</i>                                     |                 |     |                     |
| <b>Total:</b> |                    |   |   |                 |     | <b>\$298,212.12</b> |