James W. Sikes Elementary School

2017-18 Schoolwide Improvement Plan

James W. Sikes Elementary School

2727 SHEPHERD RD, Lakeland, FL 33811

http://schools.polk-fl.net/sikes

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

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 James W. Sikes 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 Sikes Elementary, with the support of the home and the community, is to provide the highest quality education for our students by creating a caring and challenging atmosphere that encourages life long learning.

b. Provide the school's vision statement.

In partnership with home and community, Sikes Elementary is committed to educating productive citizens of tomorrow.

2. School Environment

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

The teachers and staff learn about our student's cultures through daily conversations with students and their families. Our teachers schedule regular conferences with parents in person as well as on the phone and we host several family events throughout the year. In addition to family events on campus such as music programs, Science Fair and a Fall Festival, we host monthly spirit nights at local restaurants within our community.

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

There are several ways that we create a safe environment for our staff and students. We have a detailed written plan for different emergencies such as fire, bomb threats, and potential intruders on campus. Monthly drills are practiced with all students. Classroom doors are locked at all times and students use the buddy system when walking around campus. Our custodian walks the school perimeter weekly to check for potential security issues. Teachers are on duty throughout the campus every morning as students arrive at school and teachers walk each student to their dismissal places each afternoon.

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.

Sikes Elementary is a Positive Behavior School (PBS). During the first few weeks of school and throughout the year as needed, we teach behavior expectations for all our students. Our school wide expectations are Positive Attitude, Respectful Behavior, Independent Thinking, Dedication to Safety and Engaged in Learning (PRIDE). Students are rewarded for good behavior several different ways to include random weekly rewards with PRIDE tickets. Students earning 85% of their monthly PRIDE stamps in agendas can participate in a monthly reward such as a non-uniform shirt day. According to our PBS plan, student behaviors are classified as either teacher managed or office managed. Students with continued behavior issues are referred to the MTSS team to assist with developing a behavior plan.

During the 2017-2018 school year, our teachers and staff will implement CHAMPS, a proactive and

positive approach to classroom management. Professional Development will occur at regular intervals during the year during grade level meetings and early dismissal days devoted to professional development.

CHAMPS and PBS will work together to help promote positive behavior with our students.

We will also collaborate to develop a school wide parent conferencing protocol. This protocol will support our goal to increase effective parent communication.

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.

The social-emotional needs of students are a priority at Sikes. In addition to leading our MTSS team, our Guidance Counselor also provides several supports for our students. She is the Hearth Liasion, ESOL Coordinator and DCF contact for our school. She also coordinates the Kids Pack meal program with a local agency in our community to help feed needy students over the weekends and school breaks. Our Guidance Counselor also attends parent-teacher conferences and provides information to parents regarding different social services available.

We are implementing a Tier 2 intervention for behavior with our 4th and 5th grade classes through the music program Drumbeats. This 10 week program will be implemented through the support of district staff and monitored based on feedback from students, teachers, PBS data and discipline data.

Our school also has a "Giving Pantry" that consists of donated items that can be given to our students. The pantry contains hygiene items and non perishable food items.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

At the beginning of the school year, all parents are provided an Attendance Contract that reviews district and state attendance polices. Signed copies of this contract are kept on file in the office. The district provides an automated monthly report through email to assist with identification of those students with excessive absences and/or tardies.

Our school social worker visits school weekly and works closely with our Terminal Operator to identify attendance concerns. She also runs a monthly attendance report and sends attendance letters to parents.

Our Assistant Principal runs a discipline report at the end of each month. Data is reviewed by the Administrative Leadership Team. The team will look for students showing patterns of behavior and refer the student to our MTSS team to develop a behavior plan to help the student.

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	11	6	18	12	9	5	0	0	0	0	0	0	0	61
One or more suspensions	1	1	2	3	4	2	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	42	22	0	0	0	0	0	0	0	89

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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

At Sikes Elementary implement the Positive Behavior Support System. Students with excessive tardies and/or absences are referred to the school social worker for assistance. Our lowest performing students are identified at the beginning of the year and monitored by the classroom teachers as well as school based coaches. We also provide after school tutoring in reading and math for students in grades 3-5.

Sikes has an MTSS committee lead by our Guidance Counselor. Mrs. Cowan will present MTSS guidelines and procedures with all teachers during the first month of school. All students will be discussed during scheduled Data Chats with teachers and the school based leadership team.

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?
No

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

2. Description

There are many opportunities for parents to become involved in their child's education at Sikes. In addition to parent-teacher conferences, we encourage parents to become approved volunteers and assist teachers in the classroom or help with a project at home. We also host different parent involvement opportunities during the school year. These include a before school Orientation, Open House, Science Fair Night, Fall Festival, musical performances and Curriculum Nights. Our Parent Teacher Organization (PTO) actively recruits parents to help with events such as fundraisers and our school wide Fun Day at the end of the year.

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.

Our administrative team actively seeks out partnerships from local businesses. KB Homes, KIDZ day care and PDQ are a few of the businesses that provide support to our school. PDQ provides quarterly family nights where a portion of sales is given back to our school as a donation. KB Homes participates in our PTO's Fall Festival. The North Lakeland Rotary Club also supports our students through the BUSS program, providing belts, underwear, shoes and socks to students in need.

We also participate in the Great American Teach In held in November each year. Parents and business people throughout the Lakeland community visit classrooms and speak to students about their careers and education it took.

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
Chapman, Kerry	Principal
Burgess, Meggan	Teacher, ESE
Williams, Kirsten	Psychologist
Henry, Christina	Teacher, K-12
Ewing, Dorothy	Assistant Principal
Marcano, Erica	Teacher, K-12
Cowan, Tonya	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.

Kerry Chapman, Principal: Provides a common vision for the use of data-based decision-making, 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 adequate professional development to support MTSS implement and communicates with parents regarding school-based MTSS plans and activities.

Dorothy Ewing, Assistant Principal: Provides information on school-wide discipline data, ensures that school-based team is implementing MTSS, participates in implementation of intervention support and documentation and ensures adequate professional development to support assessment of MTSS knowledge and skills of staff.

Tonya Cowan, PBS Team Leader/Guidance Counselor: Supports Tier 1 school-wide initiatives; participates in the development and coordination of 2/3 behavior intervention programs. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavior and social success.

Meggan Burgess, ESE Facilitator: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered interventions; collaborates with general education teachers.

Kirsten Williams, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation of data-based decision making activities.

Christy Henry, ELA Coach: Supports teachers by modeling instruction, reviewing and analyzing data and leading collaborative planning sessions.

Erica Marcano, Math Coach: Supports teachers by modeling instruction, reviewing and analyzing data and leading collaborative planning sessions.

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 MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
The MTSS Leadership Team will meet at least once per month (or more frequently as needed) 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.
*Assist teachers to 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.
*Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans, and make recommendation for implementation of new programs.

The MTSS Leadership Team will monitor and revise the School Improvement Plan (SIP) during the 2017-2018 school year. The SIP is a reflection of the problem-solving process: data analysis; goal setting; areas of weakness are identified; barriers are analyzed; strategies are selected, implemented and monitored during the school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kerry Chapman	Principal
Maria Portal	Education Support Employee
Dorothy Ewing	Principal
Aida Reeves	Teacher
Warner Burgess	Parent
Christina Henry	Teacher
Kristin Adams	Teacher
Allie Gener	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The evaluation of the 2017-2018 School Improvement Plan and review of released FSA/FCAT data will occur during the first SAC meeting held in October.

b. Development of this school improvement plan

The 2017-2018 SIP will be presented to the School Advisory Council at the first meeting of the year for discussion, editing, and approval. The SAC will analyze relevant data throughout the year to determine the goals in the plan and how progress toward the goals will be measured. The SAC will also review all funds reported in the SIP.

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

NA

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

N/A

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.

3. Literacy Leadership Team (LLT)

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

Name	Title
Chapman, Kerry	Principal
Henry, Christina	Instructional Coach
Joiner, Kaitlin	Other
Ewing, Dorothy	Assistant Principal
Qualls, Marijo	Teacher, K-12
Williams, Linda	Teacher, K-12

b. Duties

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

The Literacy Leadership Team is represented of teachers from all grades K-5 as well as ESE teachers. The team will focus meetings on how to improve school/teacher effectiveness and student achievement in Reading. The team will review school-wide and grade level reading data for IStation and STAR. The Reading Coach will provide classroom teachers with support after reviewing STAR. The Literacy Leadership Team will help monitor the progress of the lowest quartile of students in reading and the school-wide Accelerated Reading Program.

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.

Grade level teachers have a daily common planning time of 50 minutes to collaborate to develop lesson plans. The Reading Coach will provide support to all teachers during collaborative planning. Mrs. Chapman and Mrs. Ewing will also meet weekly with grade levels during collaborative planning. ESE inclusion teachers will plan with the team for which they serve students. ESE teachers will make plans that include accommodations for the students who receive services.

District reading coach and math coach will meet with grade levels periodically during the year.

Mrs. Henry and Mrs. Marcano serve as the Reading and Math Coach and will attend professional development throughout the year provided by the district. They will support teachers with planning, data analysis and coaching/modeling the classroom.

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

The RHS Recruitment System is utilized to screen for highly qualified and certified instructional and non-instructional staff. This system is maintained by the HR Department and is used at the school level by Kerry Chapman and Dorothy Ewing to search for applicants when a vacancy occurs. New teachers to Sikes are assigned a mentor teacher to assist with the transition.

We work to retain faculty by providing them with a variety of supports. Our school provides teachers with a daily common planning time so they can collaborate to develop lessons. Our Assistant Principal and Instructional Coaches will meet monthly with new teachers to conduct collaboration meetings, trainings and offer support.

We also have five teachers who are technology coaches trained by the district. These teachers mentor

individual teachers who would like support using technology in the classroom. They work on classroom technology strategies.

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

Our teachers are tiered according to needs. We have 2 first year teachers for the 2017-2018 school year.

First year teachers are paired with an experienced teacher preferably on the same grade level. Planned mentoring activities includes meeting weekly with the grade level team to collaborate on lesson plans, modeling instructional strategies in the classroom, observing instruction as requested, providing feedback and assisting with multiple assessments. Administration will also provide feedback in a non-evaluative form weekly.

Administration has monthly meetings with grade chairs to review data, discuss upcoming events or concerns.

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.

Teachers develop lesson plans using the district provided curriculum learning timelines and modules. These modules reflect the Florida Standards and materials used in the classroom are provided by the district as supports to implement the core instruction. Resources such as CPALMS are included in math lesson plans. Teachers are provided professional development through various means: district level coaches, Lead Curriculum Teachers on staff and administration. Teachers are also provided feedback on instruction based on classroom walk through observations. Teachers share student work samples during collaborative planning.

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.

Data from various assessments such as the IStation, Star, STAR Early Lietracy and district made math and science assessments are used to differentiate the core instruction. Students may be grouped by deficient skills or comprehension level for reading. Small group instruction is embedded in both reading and math blocks. Teachers will meet with the lowest quartile students in small groups daily to provide remediation.

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: 600

Based upon 3rd grade FSA Reading scores, students in the lowest quintile were identified. These students will be offered after school reading tutoring once a week for 60 minutes. During that time, students will practice using effective reading and comprehension skills.

Strategy Rationale

Research shows that increased instructional time for students struggling in reading has a positive correlation on student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Chapman, Kerry, kerry.chapman@polk-fl.net

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

N/A

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, §
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.

The district provides VPK at specific schools throughout our county. At Sikes, we have one ESE PreK classroom. During the month of April, Kindergarten enrollment begins. Parents and students are invited to a special night when they can visit classrooms, enroll students, ask questions and walk around campus.

In the spring, math and science teachers from Mulberry Middle School visit Sikes and team teach with our fifth grade teachers. Our fifth grade students also take a field trip to the middle school to tour the campus and attend an information session at night with their parents.

Our ESE Facilitator leads transition meetings for our fifth grade ESE students with the middle school guidance counselors. These meetings are held with parents to discuss the transition of services to middle school.

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.

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Points of strengths:
* increase proficiency scores in 6 out of 7 areas
* increase in learning gains

Points of weakness:
* decrease in Science proficiency
* achievement gap between regular education students and students with disabilities

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"Â? 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.

* increase focus and support of small group instruction
* increase support with data analysis for teachers (adjust instruction based on student needs)
* increase support

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we promote supportive relationships between staff, students and families then our students will experience a positive learning environment.

G2.   If we differentiate instruction through the use of small groups, provide learning supports for students and effectively monitor student progress, then we will increase proficiency levels on the spring 2018 FSA assessments. Achievement gaps for the targeted subgroup of Students With Disabilities (SWD) will decrease by 10% as evidenced on the spring 2018 FSA Assessments.

Strategic Goals Detail

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

G1. If we promote supportive relationships between staff, students and families then our students will experience a positive learning environment. 1a

🔍 G098911

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of effective classroom management techniques

- Lack of effective communication with families

Resources Available to Help Reduce or Eliminate the Barriers 2

- School wide consistent parent conference framework

- Tuesday Parent Communication Folder, monthly newsletters

- Dean to support student behavior initiatives (PBS)

Plan to Monitor Progress Toward G1. 8

A variety of data will be collected to monitor progress towards the goal with improved classroom management and increased parent participation.

Person Responsible
Kerry Chapman

Schedule
Biweekly, from 8/28/2017 to 5/24/2018

Evidence of Completion
Total discipline referrals will be reduced, increased student engagement in classrooms will be evident, increased attendance during family nights, positive feedback from parents at school events, positive responses on end of year surveys

G2. If we differentiate instruction through the use of small groups, provide learning supports for students and effectively monitor student progress, then we will increase proficiency levels on the spring 2018 FSA assessments. Achievement gaps for the targeted subgroup of Students With Disabilities (SWD) will decrease by 10% as evidenced on the spring 2018 FSA Assessments. 1a

🔍 G098912

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	65.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of effective strategies and data analysis for teaching students with disabilities

Resources Available to Help Reduce or Eliminate the Barriers 2

- ESE Facilitator, Guidance Counselor

- Reading and Math School Based Coaches

- Performance Matters: data collection

- I Station computer instruction

Plan to Monitor Progress Toward G2. 8

State and District assessment data, observations during classroom walk throughs, review of student work samples, review of data, and discussions of progress with teachers during scheduled data chats

Person Responsible

Kerry Chapman

Schedule

Every 6 Weeks, from 9/18/2017 to 5/25/2018

Evidence of Completion

Lesson plan reviews, Journey observation notes, coaching observation feedback, PLC notes, Progress Profiles during Data Chats

Action Plan for Improvement

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we promote supportive relationships between staff, students and families then our students will experience a positive learning environment. [1]

🔑 G098911

G1.B1 Lack of effective classroom management techniques [2]

🔑 B266262

G1.B1.S1 Professional development for teachers with CHAMPS [4]

🔑 S282195

Strategy Rationale

By supporting teachers with specific strategies to implement in the classroom, positive behavior from students will increase as well as student engagement time.

Action Step 1 [5]

Provide ongoing professional development for teachers and staff on classroom management.

Person Responsible

Kerry Chapman

Schedule

Biweekly, from 8/3/2017 to 3/22/2018

Evidence of Completion

agendas, sign in sheets

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

Collect data during classroom observations

Person Responsible

Kerry Chapman

Schedule

Weekly, from 8/31/2017 to 5/24/2018

Evidence of Completion

classroom observations documenting teachers using CHAMPS strategies, strategies being implemented in common areas (cafeteria), teacher documented classroom rules and expectations, data of attendance for drumbeat sessions for tier 2 and tier 3 students

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

discipline data

Person Responsible

Dorothy Ewing

Schedule

Monthly, from 8/31/2017 to 5/24/2018

Evidence of Completion

reduced discipline referrals, reduced discipline referrals specific to Tier 2 and Tier 3 behavior students, increased student engagement observed during classroom observations

G1.B2 Lack of effective communication with families 2

🔑 B266263

G1.B2.S1 To increase communication between teachers and families through conferencing, weekly communication folders, newsletters and family nights. 4

🔑 S282196

Strategy Rationale

When parents are informed about their students' learning, they can help support the student and school in a positive manner.

Action Step 1 5

We will increase communications between school and home.

Person Responsible

Kerry Chapman

Schedule

Weekly, from 8/3/2017 to 5/18/2018

Evidence of Completion

weekly Tuesday communication folders, weekly online school updates on website, monthly newsletters, school wide conference protocol, increased family nights

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

Collect data regarding various forms of communication with parents in individual classrooms and school wide

Person Responsible

Dorothy Ewing

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

sign in sheets for family nights, newsletters, conference/communication logs, weekly video updates on website,

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

Data regarding feedback from parents and percentage of attendance for school events

Person Responsible

Dorothy Ewing

Schedule

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

Evidence of Completion

district student and parent survey, attendance of families at school events, parent feedback during teacher conferences

G2. If we differentiate instruction through the use of small groups, provide learning supports for students and effectively monitor student progress, then we will increase proficiency levels on the spring 2018 FSA assessments. Achievement gaps for the targeted subgroup of Students With Disabilities (SWD) will decrease by 10% as evidenced on the spring 2018 FSA Assessments. 1

🔍 G098912

G2.B1 Lack of effective strategies and data analysis for teaching students with disabilities 2

🔍 B266265

G2.B1.S1 To provide support to teachers with data analysis to form decisions about instruction and provide methods to differentiate instruction to meet the needs of all students. 4

🔍 S282197

Strategy Rationale

Research supports that differentiated instruction can enable students with a wide range of abilities to receive an appropriate education in inclusive classrooms.

Action Step 1 5

Provide teachers scheduled data chats with leadership team to discuss student achievement.

Person Responsible

Kerry Chapman

Schedule

Every 6 Weeks, from 9/18/2017 to 4/26/2018

Evidence of Completion

agendas, attendance sheets, MTSS documentation

Action Step 2 5

Provide support with planning and implementing daily small group instruction.

Person Responsible

Dorothy Ewing

Schedule

Weekly, from 9/5/2017 to 5/17/2018

Evidence of Completion

collaborative planning

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

Review student data for trends

Person Responsible

Christina Henry

Schedule

Every 6 Weeks, from 9/18/2017 to 4/26/2018

Evidence of Completion

data review forms

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

Review of data using IStation, STAR, STAR Early Literacy and Performance Matters

Person Responsible

Christina Henry

Schedule

Every 6 Weeks, from 9/18/2017 to 5/4/2018

Evidence of Completion

classroom progress profiles with current data, MTSS 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
2018					
G1.B1.S1.A1 🔑 A380811	Provide ongoing professional development for teachers and staff on classroom management.	Chapman, Kerry	8/3/2017	agendas, sign in sheets	3/22/2018 biweekly
G2.B1.S1.MA1 🔑 M413292	Review student data for trends	Henry, Christina	9/18/2017	data review forms	4/26/2018 every-6-weeks
G2.B1.S1.A1 🔑 A380813	Provide teachers scheduled data chats with leadership team to discuss student achievement.	Chapman, Kerry	9/18/2017	agendas, attendance sheets, MTSS documentation	4/26/2018 every-6-weeks
G2.B1.S1.MA1 🔑 M413291	Review of data using IStation, STAR, STAR Early Literacy and Performance Matters	Henry, Christina	9/18/2017	classroom progress profiles with current data, MTSS data	5/4/2018 every-6-weeks
G2.B1.S1.A2 🔑 A380814	Provide support with planning and implementing daily small group instruction.	Ewing, Dorothy	9/5/2017	collaborative planning	5/17/2018 weekly
G1.B2.S1.MA1 🔑 M413288	Data regarding feedback from parents and percentage of attendance for school events	Ewing, Dorothy	9/5/2017	district student and parent survey, attendance of families at school events, parent feedback during teacher conferences	5/18/2018 monthly
G1.B2.S1.MA1 🔑 M413289	Collect data regarding various forms of communication with parents in individual classrooms and...	Ewing, Dorothy	8/8/2017	sign in sheets for family nights, newsletters, conference/ communication logs, weekly video updates on website,	5/18/2018 monthly
G1.B2.S1.A1 🔑 A380812	We will increase communications between school and home.	Chapman, Kerry	8/3/2017	weekly Tuesday communication folders, weekly online school updates on website, monthly newsletters, school wide conference protocol, increased family nights	5/18/2018 weekly
G1.MA1 🔑 M413290	A variety of data will be collected to monitor progress towards the goal with improved classroom...	Chapman, Kerry	8/28/2017	Total discipline referrals will be reduced, increased student engagement in classrooms will be evident, increased attendance during family nights, positive feedback from parents at school events, positive responses on end of year surveys	5/24/2018 biweekly
G1.B1.S1.MA1 🔑 M413286	discipline data	Ewing, Dorothy	8/31/2017	reduced discipline referrals, reduced discipline referrals specific to Tier 2 and Tier 3 behavior students, increased student engagement observed during classroom observations	5/24/2018 monthly
G1.B1.S1.MA1 🔑 M413287	Collect data during classroom observations	Chapman, Kerry	8/31/2017	classroom observations documenting teachers using CHAMPS strategies, strategies being implemented in common areas (cafeteria), teacher documented classroom rules and expectations, data of attendance for drumbeat sessions for tier 2 and tier 3 students	5/24/2018 weekly
G2.MA1 🔑 M413293	State and District assessment data, observations during classroom walk throughs, review of student...	Chapman, Kerry	9/18/2017	Lesson plan reviews, Journey observation notes, coaching observation feedback, PLC notes, Progress Profiles during Data Chats	5/25/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. If we promote supportive relationships between staff, students and families then our students will experience a positive learning environment.

G1.B1 Lack of effective classroom management techniques

G1.B1.S1 Professional development for teachers with CHAMPS

PD Opportunity 1

Provide ongoing professional development for teachers and staff on classroom management.

Facilitator

Kerry Chapman, Dorothy Ewing

Participants

Sikes Elementary Teachers and Paras

Schedule

Biweekly, from 8/3/2017 to 3/22/2018

G2. If we differentiate instruction through the use of small groups, provide learning supports for students and effectively monitor student progress, then we will increase proficiency levels on the spring 2018 FSA assessments. Achievement gaps for the targeted subgroup of Students With Disabilities (SWD) will decrease by 10% as evidenced on the spring 2018 FSA Assessments.

G2.B1 Lack of effective strategies and data analysis for teaching students with disabilities

G2.B1.S1 To provide support to teachers with data analysis to form decisions about instruction and provide methods to differentiate instruction to meet the needs of all students.

PD Opportunity 1

Provide support with planning and implementing daily small group instruction.

Facilitator

Christy Henry (Reading Coach), Erica Marcano (Math Coach)

Participants

all teachers

Schedule

Weekly, from 9/5/2017 to 5/17/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide ongoing professional development for teachers and staff on classroom management.				$0.00
2	G1.B2.S1.A1	We will increase communications between school and home.				$467.44
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1821 - James W. Sikes Elementary Schl	Title, I Part A		$467.44
			Notes: ELA and Math Family Nights school wide event to promote Literacy at home and provide families with strategies to support learning at home. (Parent Involvement)			
3	G2.B1.S1.A1	Provide teachers scheduled data chats with leadership team to discuss student achievement.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1821 - James W. Sikes Elementary Schl	Title, I Part A		$0.00
			Notes: Data analysis and planning day with classroom teachers (October 2017)			
		100-Salaries	1821 - James W. Sikes Elementary Schl	Title, I Part A		$0.00
			Notes: Provide school based Reading and Math Coaches to support teachers with planning, instruction and data analysis to improve student achievement.			
4	G2.B1.S1.A2	Provide support with planning and implementing daily small group instruction.				$31,038.78
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	1821 - James W. Sikes Elementary Schl	Title, I Part A		$4,678.40
			Notes: Teachers will participate in a full day of planning to develop lesson plans specific to small group instruction in reading and math. Teachers will also work with the instructional coaches to analyze data to create small group planning.			
	5100	510-Supplies	1821 - James W. Sikes Elementary Schl	Title, I Part A		$26,360.38
			Notes: Leveled classroom libraries will be purchased to assist teachers with small group reading instruction to meet the needs of students. The leveled readers will also be used to provide more books for students to reach AR goals. Math manipulativs will be purchased to provide materials for students to use when learning math concepts.			
					Total:	$31,506.22