

A word cloud graphic featuring various educational terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'increased', 'achievement', 'ambitious', 'supportive', 'problem solving', '8-Step', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'college', 'and', 'career'. The colors used are primarily blue, yellow, and orange.

## James W. Sikes Elementary School

2727 SHEPHERD RD, Lakeland, FL 33811

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

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

61%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

46%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

D

C

B

A

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **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.

##### **Provide the school's vision statement**

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

#### School Environment

##### **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 various music programs, Science Fair and a Fall Festival, we have monthly spirit nights at local restaurants within our community.

##### **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.

##### **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). From the first week of school and during the year as needed, we teach behavior expectations for all our students. Our 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 rewards with PRIDE tickets. Behaviors are classified as either teacher managed or office managed. Students with continued behavior issues will be referred to the MTSS team to assist with developing a behavior plan.

##### **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 heading up the MTSS team, our Guidance Counselor 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.

### Early Warning Systems

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

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

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 also runs a monthly attendance report and meets with the terminal operator to send out attendance letters to parents. Our PBS reviews discipline data during their monthly meeting to provide assistance to teachers. The lowest quartile of reading and math students in the tested grades 3-5, have been identified for classroom teachers in order to monitor their progress throughout the year.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28	25	13	14	13	15	108
One or more suspensions	8	2	0	2	3	11	26
Course failure in ELA or Math	0	10	5	5	2	4	26
Level 1 on statewide assessment	0	0	0	5	19	18	42

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

Indicator	Grade Level				Total
	K	1	3	5	
Students exhibiting two or more indicators	2	2	1	2	7

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

At Sikes Elementary we use the Positive Behavior Support System. Additionally, students with excessive tardies are referred to the school social worker for assistance. Our lowest performing students are monitored by the classroom teachers as well as administration. We also provide after school tutoring in reading and math for students in grades 3-5.

### Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **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 a Math Games night. Our Parent Teacher Association (PTA) actively recruits parents to help with events such as fundraisers and our school wide Fun Day at the end of the year.

### **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 Chick-fil-a are a few of the businesses that provide support to our school. Chick-fil-a provides quarterly family nights where a portion of sales is given back to our school as a donation. The owner of KIDZ serves on the School Advisory Council (SAC). KB Homes provided a lunch for all staff members on a teacher work day and participated in our PTA'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.

### **Effective Leadership**

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

#### **School Leadership Team**

##### **Membership**

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

Name	Title
Chapman, Kerry	Principal
LINHOLM, VANCE	Assistant Principal
Burgess, Meggan	Teacher, ESE
Driver, Kathleen	Guidance Counselor
Barnhill, Susan	Psychologist

##### **Duties**

#### **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.

Vance Linholm, 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.

Kathleen Driver, 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.

Susan Barnhill, 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.

***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 2014- 2015 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.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Kerry Chapman	Principal
Jim Owens	Business/Community
Odaliz Wallin	Education Support Employee
Darin Weeks	Parent
Niya Owens	Teacher
Kathy Driver	Teacher
Jorge Cordova	Parent
Cyril Etienne	Parent
January Lacy	Parent
Vance Linholm	Principal
Todd Wallin	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

The evaluation of the 2013-2014 School Improvement Plan and review of FCAT data will occur during the first SAC meeting held in October.

*Development of this school improvement plan*

The 2014-2015 SIP will be presented to the School Advisory Council at the second 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.

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

NA

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

N/A

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Chapman, Kerry	Principal
LINHOLM, VANCE	Assistant Principal
Beasley, Karen	Teacher, ESE
Brunkhorst, Lorraine	Teacher, K-12
Encarnacion, Norma	Teacher, K-12
Harboe, Rebecca	Teacher, K-12
Henry, Christina	Teacher, K-12
Jones, Marsha	Teacher, K-12
McConnell, Lindsey	Teacher, K-12
Owens, Nina	Teacher, K-12
Nelson, Elizabeth	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

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 FAIR. They will also provide classroom teachers with support for FAIR assessments. In addition, they will help monitor the progress of the lowest quartile of students in reading and the school-wide Accelerated Reading Program.

## Public and Collaborative Teaching

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

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

All teachers have a daily common planning time so they can collaborate to develop lesson plans. Mrs. Chapman and Mr. Linholm meet weekly with grade levels during PLC's to provide trainings and support lesson planning. District support staff such as a math coach will meet with grade levels periodically during the year. We also provide teachers the opportunity to observe other teachers who teach the same grade level so they can observe best practices in action.

### **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 Vance Linholm 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/or Guidance Counselor will meet monthly with new teachers to conduct collaboration meetings, trainings and offer support

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

New teachers are paired with an experienced teacher preferably on the same grade level. Planned mentoring activities includes meeting weekly to collaborate on lesson plans, modeling instructional strategies in the classroom, observing instruction as requested, providing feedback, and assisting with multiple assessments.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***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 lesson plans. Teachers are provided professional development in the Florida Standards throughout the year in PLC's. Teachers are also provided feedback based on classroom walk through observations.

#### Instructional Strategies

***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 FAIR 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 both reading and math blocks. Teachers will meet with the lowest quartile students in small groups daily to provide remediation.

***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: 720**

Based upon FCAT 2014 scores, students in the lowest 25% were identified. These students will meet once a week for 60 minutes after school. During that time, students will practice using effective reading and comprehension skills. Students will practice math questions based on Florida Standards Assessment item specifications.

**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

**Student Transition and Readiness**

**PreK-12 Transition**

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

**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 summer, incoming kindergarten students are screened if parents are interested in our Accelerated Program. This screening is used to form classes.

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.

**College and Career Readiness**

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

NA

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

NA

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

NA

**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



## 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.** By implementing effective core instruction based on Florida Standards and consistent progress monitoring, students will be successful in all grade levels.

## Strategic Goals Detail

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

**G1.** By implementing effective core instruction based on Florida Standards and consistent progress monitoring, students will be successful in all grade levels. 1a

G039227

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Reading - All Students	72.0

**Resources Available to Support the Goal** 2

- District Learning Modules, District Academic Coaches, Reading Wonders basal core series, Go Math, Science Lab, Accelerated Reading Program, CPALMS

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher knowledge of the Florida State Standards and students' lack of engagement during learning.

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

State and District assessment data, observations during classroom walkthroughs, review of student work samples, review of data, and discussions of progress with teachers during PLC's

**Person Responsible**

Kerry Chapman

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Lesson plan reviews, Journey observation notes, coaching observation feedback, PLC notes

## 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.** By implementing effective core instruction based on Florida Standards and consistent progress monitoring, students will be successful in all grade levels. **1**

 **G039227**

**G1.B1** Lack of teacher knowledge of the Florida State Standards and students' lack of engagement during learning. **2**

 **B094342**

**G1.B1.S1** Provide professional development and support to teachers for the Florida State Standards **4**

 **S105408**

### Strategy Rationale

If teachers increase their knowledge of the Florida State Standards, they will better understand the full intent of the standards and the skills students need to master before the end of the year. They will provide more rigorous instruction and know how to review the previous year's standards if needed to remediate.

### Action Step 1 **5**

Provide teachers training and support to implement Florida State Standards

#### Person Responsible

Kerry Chapman

#### Schedule

Weekly, from 8/11/2014 to 5/29/2015

#### Evidence of Completion

PLC notes, lesson plan reviews, classroom observations, meeting dates with district coaches, training dates for teachers to attend district professional development

## Action Step 2 5

Provide lesson planning support through district coaches.

### **Person Responsible**

Kerry Chapman

### **Schedule**

Monthly, from 9/16/2014 to 6/4/2015

### **Evidence of Completion**

lesson plan reviews, meeting dates with coaches, conversation with coaches and teachers

## Action Step 3 5

Provide feedback to teachers after classroom observations.

### **Person Responsible**

Kerry Chapman

### **Schedule**

Weekly, from 8/25/2014 to 6/4/2015

### **Evidence of Completion**

Journey observation notes, conversations with teachers, email correspondence

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

- Leadership facilitates grade level PLC meetings
- Review of lesson plans
- Observations during classroom walkthroughs
- Leadership teams assists grade levels with lesson planning
- Leadership provides support through district level coaches
- Teachers attend district level professional development and participate on literacy cadres

### **Person Responsible**

Kerry Chapman

### **Schedule**

Weekly, from 9/2/2014 to 6/4/2015

### **Evidence of Completion**

- PLC notes and attendance
- Classroom observation notes both formal (Journey) as well as coaching
- Instruction Reviews from district level team
- Lesson plans with Florida Standards

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

weekly PLC's  
Classroom walk through observations

### Person Responsible

Kerry Chapman


### Schedule

Weekly, from 8/25/2014 to 6/4/2015

### Evidence of Completion

review of progress monitoring documentation

## G1.B1.S2 Increase student engagement 4

 S105409

### Strategy Rationale

When students are fully engaged in learning, they are actively participating and connections are made with previous knowledge. The learning becomes relevant to the student and they will retain information longer and be able to apply what they have learned.

## Action Step 1 5

Increase student achievement through the use of high yield strategies and higher level questioning.

### Person Responsible

Kerry Chapman

### Schedule

Daily, from 8/25/2014 to 6/4/2015

### Evidence of Completion

lesson plan reviews, classroom observations

## Action Step 2 5

Students will increase the amount of analytical writing during the day.

### **Person Responsible**

Kerry Chapman

### **Schedule**

Weekly, from 8/25/2014 to 6/4/2015

### **Evidence of Completion**

teacher trainings for writing, classroom observations, student's journals, review of lesson plans

## Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

classroom observations  
student conversations  
lesson plan reviews

### **Person Responsible**

Kerry Chapman

### **Schedule**

Monthly, from 9/8/2014 to 5/29/2015

### **Evidence of Completion**

scripting notes, documentation in Journey

## Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

-classroom observations  
-conversation with students  
-review of student work samples

### **Person Responsible**

Kerry Chapman

### **Schedule**

Weekly, from 9/8/2014 to 6/4/2015

### **Evidence of Completion**

-scripting notes from observations both formal (Journey) as well as coaching -conversations with students

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide teachers training and support to implement Florida State Standards	Chapman, Kerry	8/11/2014	PLC notes, lesson plan reviews, classroom observations, meeting dates with district coaches, training dates for teachers to attend district professional development	5/29/2015 weekly
G1.B1.S2.A1	Increase student achievement through the use of high yield strategies and higher level questioning.	Chapman, Kerry	8/25/2014	lesson plan reviews, classroom observations	6/4/2015 daily
G1.B1.S1.A2	Provide lesson planning support through district coaches.	Chapman, Kerry	9/16/2014	lesson plan reviews, meeting dates with coaches, conversation with coaches and teachers	6/4/2015 monthly
G1.B1.S2.A2	Students will increase the amount of analytical writing during the day.	Chapman, Kerry	8/25/2014	teacher trainings for writing, classroom observations, student's journals, review of lesson plans	6/4/2015 weekly
G1.B1.S1.A3	Provide feedback to teachers after classroom observations.	Chapman, Kerry	8/25/2014	Journey observation notes, conversations with teachers, email correspondence	6/4/2015 weekly
G1.MA1	State and District assessment data, observations during classroom walkthroughs, review of student work samples, review of data, and discussions of progress with teachers during PLC's	Chapman, Kerry	8/18/2014	Lesson plan reviews, Journey observation notes, coaching observation feedback, PLC notes	6/4/2015 monthly
G1.B1.S1.MA1	weekly PLC's Classroom walk through observations	Chapman, Kerry	8/25/2014	review of progress monitoring documentation	6/4/2015 weekly
G1.B1.S1.MA1	-Leadership facilitates grade level PLC meetings -Review of lesson plans - Observations during classroom walkthroughs -Leadership teams assists grade levels with lesson planning - Leadership provides support through district level coaches -Teachers attend district level professional development and participate on literacy cadres	Chapman, Kerry	9/2/2014	-PLC notes and attendance -Classroom observation notes both formal (Journey) as well as coaching -Instruction Reviews from district level team - Lesson plans with Florida Standards	6/4/2015 weekly
G1.B1.S2.MA1	-classroom observations -conversation with students -review of student work samples	Chapman, Kerry	9/8/2014	-scripting notes from observations both formal (Journey) as well as coaching - conversations with students	6/4/2015 weekly
G1.B1.S2.MA1	classroom observations student conversations lesson plan reviews	Chapman, Kerry	9/8/2014	scripting notes, documentation in Journey	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By implementing effective core instruction based on Florida Standards and consistent progress monitoring, students will be successful in all grade levels.

**G1.B1** Lack of teacher knowledge of the Florida State Standards and students' lack of engagement during learning.

**G1.B1.S1** Provide professional development and support to teachers for the Florida State Standards

### **PD Opportunity 1**

Provide teachers training and support to implement Florida State Standards

#### **Facilitator**

Kerry Chapman, Principal

#### **Participants**

Classroom teachers

#### **Schedule**

Weekly, from 8/11/2014 to 5/29/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0