

Polk County Public Schools

Sleepy Hill Middle School



2015-16 School Improvement Plan

Sleepy Hill Middle School

2215 SLEEPY HILL RD, Lakeland, FL 33810

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	73%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	D

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to create a learning community with a safe and orderly, caring and supportive environment. We will eliminate barriers of achievement and create endless possibilities for success. Learning For All: Whatever It Takes!

Provide the school's vision statement

Students will acquire the education and skills necessary to become contributing members of society.

School Environment

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

Resource team provides professional development for teachers before the beginning of school that focuses on building relationships with co-workers, students and parents. Grade level team teachers and academy teachers meet weekly to discuss student academic progress and behavior. Teachers are expected to contact parents with concerns and also with positive feedback and to maintain a contact log with this information. Team leaders record minutes and collect sign-in sheets for administration to review.

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

Schoolwide expectations are communicated to students at grade level meetings during the first week of school and throughout the year as needed. During these meetings, safety procedures and expected student behavior are discussed. Teachers are expected to clearly post classroom expectations and review them during the first week of school as well. During the first 15 minutes of school, teachers present schoolwide SWAG (Students With A Goal) lessons focusing on topics such as being responsible and prepared, positive and polite. These lessons assist in creating and maintaining a safe and orderly environment. Adult supervision before, during class changes and after school is enforced to help maintain school safety as well. Also, districtwide anti-bullying lessons are presented to students to help emphasize school safety. This information is shared with students throughout the year. When students report bullying, the school follows the protocol given by the district.

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

Professional development is provided to teachers focusing on the discipline plan for our school. Teachers are informed of the procedures to follow in regards to the various disciplinary incidents. During grade level meetings at the beginning of school, both teachers and students are provided the expectations for student behavior. As part of the multi-tiered systems of support (MTSS), a behavior tracking form (BTF) is utilized schoolwide to track both positive and negative behaviors. Positive behavior is recognized at the end of each nine weeks. Depending on the frequency of negative behaviors, consequences are enforced (i.e. conference with student, parent contact, parent

conference). Classroom walk-throughs by administration and resource team help to monitor classroom management and student engagement. Support and professional development are provided to personnel in need of assistance in these areas. Announcements are limited to the beginning and end of the school day to avoid distractions in the classroom.

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

Students have the opportunity to meet with guidance counselors regarding personal issues and needs. Mental health counselors are provided by the school district if warranted. Intramural sports and clubs are available for student participation. Programs provided through Health and ESE/504/ESOL assist with social-emotional and academic needs. Teachers and administration are also available before and after school to meet with students as needed.

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 Early Warning System (EWS) is provided by our district. Its purpose is to increase the overall, at-risk and minority graduation rate by identifying and addressing student barriers. The EWS monitors individual students on key indicators of potential dropouts with regularly scheduled reports, initially to school administrators and eventually to teachers, school guidance counselors and parents of identified students who are off track and need more intensive supports. Key indicators used are: Absent 10% or more of the days enrolled, Overage two or more years for the grade level, tardy 20% or more in one period and the total number of ISS/OSS days is greater than three. We also use the indicators of Level 1 students in math and students who have failed a math course. The EWS monitors students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time.

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
	6	7	8	
Attendance below 90 percent	43	71	57	171
One or more suspensions	92	84	82	258
Course failure in ELA or Math	15	2	3	20
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Through our Multi-Tiered Systems of Support (MTSS) Committee, students are identified who are struggling academically and/or behaviorally. The MTSS Committee brainstorms/collaborates a hypothesis as to reasons why students' are struggling. Then, develops an intervention plan to meet students' needs and monitors the plan for effectiveness. If the plan is ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183249>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Community members and local businesses are invited to participate on our School Advisory Council (SAC) each year to help make schoolwide decisions regarding student academic success and safety. Our Parent Teacher Organization (PTO) is also active in recruiting local business partners and eliciting donations and support.

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:

Name	Title
Blackburn, Kathryn	Principal
Bailey, Laura	Assistant Principal
Hearns, Dolecia	Assistant Principal
Bolding, Patti	Instructional Coach
Bookhamer, Jennifer	Instructional Coach
Estep, Jennifer	Teacher, K-12
Martin, Victoria	Instructional Coach
Neilan, Frank	Teacher, K-12
Arzillo, Gretchen	Teacher, K-12

Duties

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

Cornelius Blackman- Coach- facilitates MTSS meetings and develops and monitors intervention plans.

Natia Works -6th Grade Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Jesenia Jester -7th Grade Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Shannon Ingram -8th Grade Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Meagan Wren -Aerospace Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Stephanie Huggins -STEAM Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Jennifer Warren- ESE Representative-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Patti Bolding- Resource Team Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Sandy Mathieu -Guidance Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Doleciea Hearn -Administration Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Laura Bailey -Administration Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Mark Neely- School Psychologist-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

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

District and state data is reviewed. All Tier II students receive intensive instruction in tested content areas. Resource teachers are assigned to each tested content area and offer teacher support by conferencing/coaching/modeling effective instructional strategies that promote student engagement and meet student needs. Core instruction is monitored weekly by using common benchmark assessment data, district progress monitoring data and teacher formative assessments. Communication and feedback are relayed by coaches, resource, and administration via weekly data chats.

Title I, Part A

Funds school-wide services to Sleepy Hill Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after school/summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

N/A

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned schools. 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 Sleepy Hill Middle School are used to purchase technology based professional development software.

Title III

The district provides services for educational materials and support for families who are English Language Learners (ELL).

Title VI, Part B

N/A

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in coordination with the Migrant Education Program (MEP) funded through Title I, Part C Supplemental Academic Instruction (SAI)

Funding for SAI will be used in conjunction with Title 1 funds to provide after school tutoring for students who are in need of remediation in reading, math, science and writing

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, gun awareness, etc.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Sleepy Hill Middle School houses a GED program offered to adults in the area as well as parents.

Career and Technical Education

The eighth-grade guidance counselor meets with students as they learn about their career interests. Career Planning is also provided to eighth-grade students within their US History classes. Seventh-

grade students are provided career planning through Choices and their guidance counselor.
 Job Training
 N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mary Jo Quinn	Parent
Sara Ray	Parent
Tesheka Neal	Parent
Joe Fisher	Business/Community
Courtney Troutman	Business/Community
Dr. Kathryn Blackburn	Principal
Cornelius Blackman	Teacher
Rubel McDaniel	Teacher
Reyna Ascencio	Student
Priscilla Castro	Student
Allison Garcia	Student
Andrew Aguilera	Student
Cindel Guerrero	Student
	Student

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 SAC will revisit and review the goals, strategies and outcomes of last year's school improvement plan and will determine what changes need to be made to effectively meet this year's goals.

Development of this school improvement plan

The SAC will meet to review and revise the School Improvement Plan quarterly and will make revisions as needed.

Preparation of the school's annual budget and plan

To be determined.

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

Lottery funds(\$2,500) were used to purchase school supplies.

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

The SAC will hold its first meeting on September 23rd. At this meeting officers and members will be elected, bylaws will be presented, school improvement plan will be reviewed and budget will be discussed.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Blackburn, Kathryn	Principal
Bailey, Laura	Assistant Principal
Hearns, Dolecia	Assistant Principal
Bookhamer, Jennifer	Instructional Coach
Bolding, Patti	Instructional Coach
Martin, Victoria	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team focuses on high yield strategies. The team makes decisions on school wide strategies, programs, tutoring, technology and any additional materials necessary to promote literacy at the school. For example, the Literacy Leadership Team promoted the purchase of Kindles to be used in the classrooms.

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

Teachers have daily common planning periods during which they meet twice a week for collaborative planning in which teachers collaborate and share responsibility in developing lesson plans and once a week for professional development as needed. A resource team member is assigned to each core content area to provide professional development and support for planning as needed.

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

The following strategies to recruit and retain highly qualified, certified in-field, effective teachers will be implemented:

1. Monthly meetings highlighting topics/issues of concern.
2. The partnering of new teachers with veteran staff.
3. Observations of experienced teachers for gaining knowledge of various teaching strategies.
4. Feedback on evaluations/classroom walk-throughs throughout the school year.
5. A safe/orderly work environment.

6. Additional training, strategies and support in classroom management for new teachers and/or teachers in need of help.

Those responsible for implementing the above strategies are:

Administration

Resource Teachers

Leadership Team

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

Planned Mentoring Activities Rationale for Pairings

Monthly meetings highlighting AP's and Reading Coach oversee beginning teachers. topics/issues of concern.

Observations of experienced teachers Leadership Team oversees instructional strategies being used in for gaining knowledge of various classrooms and classroom management concerns and strategies. teaching strategies.

Feedback on evaluations/classroom AP's and Reading Coach hold monthly meetings with new and walk-throughs throughout the school year. struggling teachers to address concerns and topics pertinent to the Additional training, strategies and support time.

in classroom management for new teachers

AP's and Reading Coach oversee the beginning teacher

and/or teachers in need of help process to ensure all paperwork is completed correctly and on will be provided. time.

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

Daily classroom walk-throughs are conducted by administration and resource team. Lesson plans are reviewed focusing on standard-based instruction, materials being used and collaborative structures. Also, common planning is monitored by resource to ensure standards are being taught correctly and effectively.

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

Standard-based progress-monitoring assessments in reading, writing, math, science and social studies are reviewed by teachers, resource and administration. Based on this data, teachers reteach and reassess the standard if needed. Also, instruction is modified by students being pulled out for small group instruction by resource team. Students are also provided differentiated instruction through computer programs that focus on standards and skills being taught.

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: 3,240

Provide after school tutoring for students who are in need of remediation in reading, math, science, social studies and writing.

Strategy Rationale

To provide differentiated instruction to students in need of remediation in the core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bailey, Laura, laura.bailey@polk-fl.net

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

Pre and post assessments are administered to determine student progress.

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

Open house is held for our incoming sixth grade students. This provides an opportunity for parents and students to receive information about middle school expectations and tour our campus. For eighth grade students transitioning to high school, guidance counselors meet with students to share academic requirements of high school as well as provide assistance in choosing elective courses.

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

The eighth-grade guidance counselor meets with students as they learn about their career interests. Career planning is also provided to eighth-grade students within their US History classes. Seventh-grade students are provided career planning through Choices and their guidance counselor.

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

Students are eligible to apply for the Pre-Aerospace Academy. This program focuses on the integration of aeronautics and technology. Academics are integrated by focusing on both standard skills as well as skills related to aerospace. Students can earn industrial certification in aeronautics. Students who are eligible to be in the STEAM Academy focus on advanced skills in both academics and technology. This program promotes science, engineering and technology, while developing students for Advanced Placement Courses. Students can earn industrial certification in SolidWorks.

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

Pre-Aerospace and STEAM Academy teachers meet to discuss and integrate standards and skills being taught to support student achievement.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** During the 2015-2016 school year, student engagement through collaborative structures will be increased in order to promote effective teaching strategies and student academic achievement for all students including subgroups.
- G2.** During the 2015-2016 school year, standard-based instruction (SBI) will be implemented in order to support effective instructional strategies for all subgroups.

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. During the 2015-2016 school year, student engagement through collaborative structures will be increased in order to promote effective teaching strategies and student academic achievement for all students including subgroups. 1a

G074752

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	90.0

Resources Available to Support the Goal 2

- School-Based and District Coaches and Administration.

Targeted Barriers to Achieving the Goal 3

- Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom.

Plan to Monitor Progress Toward G1. 8

Classroom Walk-Thru Observations and Lesson Plan Evaluations

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 8/31/2015 to 5/31/2016

Evidence of Completion

Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.

G2. During the 2015-2016 school year, standard-based instruction (SBI) will be implemented in order to support effective instructional strategies for all subgroups. 1a

G074753

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- School-Based, District Coaches

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of alignment required for successfully implementing the shifts of the Florida Common Core Standards and for successfully implementing science standards also.

Plan to Monitor Progress Toward G2. 8

Teacher Observations, Lesson Plan Evaluation, Feedback Forms

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 10/20/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, Feedback Forms, Teacher Observations

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. During the 2015-2016 school year, student engagement through collaborative structures will be increased in order to promote effective teaching strategies and student academic achievement for all students including subgroups. **1**

 G074752

G1.B1 Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom. **2**

 B195205

G1.B1.S1 Develop a concensus by all stakeholders regarding student engagement and provide the necessary professional development for teachers. **4**

 S206821

Strategy Rationale

Acquire teacher support in participation and implementation of strategies promoting student engagement.

Action Step 1 **5**

Resource staff will research and become proficient in stakeholder expectations for student engagement and communicate expectations to teachers through PLC.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Classroom Walk-Thru Observations and Feedback

Action Step 2 5

Resource staff will become proficient in stakeholder expectations for lesson pacing by following administrative directives and communicating these with teachers through professional development and PLC's.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Classroom walk-thru observations and feedback

Action Step 3 5

Become proficient on agreed upon expectations in regards to school wide procedures involving student entering/exiting the classroom.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Classroom walk thrus and feedback

Action Step 4 5

Become proficient on agreed upon expectations regarding the collection of documented evidence of student learning.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 8/31/2015 to 5/31/2016

Evidence of Completion

Classroom walk thru and feedback

Action Step 5 5

Professional development will be planned so that teachers begin to understand and use accountable talk.

Person Responsible

Jennifer Bookhamer

Schedule

Monthly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Sign-in sheet

Action Step 6 5

Practice with coaches and included in planning, model if necessary.

Person Responsible

Jennifer Bookhamer

Schedule

Monthly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Sign in sheet, e-mail requesting support

Action Step 7 5

Schedule times to observe teachers using accountable talk in the classrooms.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 1/5/2016 to 5/31/2016

Evidence of Completion

Teacher observation feedback form

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

Classroom Walk-Thrus, Lesson Plans, PowerPoints

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/8/2015 to 5/31/2016

Evidence of Completion

Classroom Walk-Thru Observations and Feedback, Lesson Plan Evaluations.

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

Check with teachers to see levels of understanding

Person Responsible

Kathryn Blackburn

Schedule

Monthly, from 11/3/2015 to 5/31/2016

Evidence of Completion

Walk thru monitoring sheet and e-mail

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

Schedule times for coaches to model for teachers who need support in accountable talk.

Person Responsible

Jennifer Bookhamer

Schedule

Weekly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Coach's calendar/schedule and feedback from teachers

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

Teachers are successfully using accountable talk in the classrooms.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 2/1/2016 to 5/31/2016

Evidence of Completion

Walk thru form

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

Classroom Walk-Thru Observations and Lesson Plans

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 8/31/2015 to 5/31/2016

Evidence of Completion

Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.

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

Teachers begin to use in classroom

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 11/16/2015 to 5/31/2016

Evidence of Completion

Walk thru feedback form, lesson plan documentation

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

Teachers will use accountable talk in all classes.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 11/16/2015 to 5/31/2016

Evidence of Completion

Walk thru feedback form

G2. During the 2015-2016 school year, standard-based instruction (SBI) will be implemented in order to support effective instructional strategies for all subgroups. 1

 G074753

G2.B1 Lack of teacher knowledge of alignment required for successfully implementing the shifts of the Florida Common Core Standards and for successfully implementing science standards also. 2

 B195206

G2.B1.S1 Teacher support with professional development in understanding the implementation and addressing of the shifts required by the Florida Common Core Standards and the implementation of science standards. 4

 S206826

Strategy Rationale

To ensure that the standards are clearly understood and taught correctly.

Action Step 1 5

Concentration, modeling and rehearsing lessons for teachers in their classrooms that address the shifts required by the Florida Common Core Standards and science standards.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 10/20/2015 to 5/27/2016

Evidence of Completion

Collaborative Planning, Lesson Plans and Administrative Teacher Observation

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

Lesson Plans, Teacher Observation and Feedback Forms

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 10/20/2015 to 5/27/2016

Evidence of Completion

Lesson plans, Observations, Feedback Forms

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

Lesson Plans, Feedback Forms, Teacher Observations

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 10/20/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, Feedback Forms, Teacher Observations

G2.B1.S2 Offer pull-out, small group instruction focusing on the lowest 25% for remediation in both reading and math standards. 4

 S206827

Strategy Rationale

Provide students with remediation lessons based on reading and math standards and on benchmark assessment data that help support classroom instruction.

Action Step 1 5

Pull-out, small group instruction will be provided that focuses on the lowest 25% for remediation in both reading and math standards.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 10/12/2015 to 5/27/2016

Evidence of Completion

Benckmark assessment data

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

Lesson Plans, Walkthrough Observations

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Benchmark Assessment Data

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

Walkthrough Observations, Lesson Plans

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 10/12/2015 to 5/27/2016

Evidence of Completion

Benchmark Assessment Data, Walkthrough Observations, Standardized Test Scores

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	Resource staff will research and become proficient in stakeholder expectations for student engagement and communicate expectations to teachers through PLC.	Blackburn, Kathryn	8/31/2015	Classroom Walk-Thru Observations and Feedback	5/31/2016 weekly
G2.B1.S1.A1	Concentration, modeling and rehearsing lessons for teachers in their classrooms that address the shifts required by the Florida Common Core Standards and science standards.	Blackburn, Kathryn	10/20/2015	Collaborative Planning, Lesson Plans and Administrative Teacher Observation	5/27/2016 weekly
G2.B1.S2.A1	Pull-out, small group instruction will be provided that focuses on the lowest 25% for remediation in both reading and math standards.	Blackburn, Kathryn	10/12/2015	Benckmark assessment data	5/27/2016 weekly
G1.B1.S1.A2	Resource staff will become proficient in stakeholder expectations for lesson pacing by following administrative directives and communicating these with teachers through professional development and PLC's.	Blackburn, Kathryn	8/24/2015	Classroom walk-thru observations and feedback	5/31/2016 weekly
G1.B1.S1.A3	Become proficient on agreed upon expectations in regards to school wide procedures involving student entering/ exiting the classroom.	Blackburn, Kathryn	8/24/2015	Classroom walk thrus and feedback	6/8/2016 daily
G1.B1.S1.A4	Become proficient on agreed upon expectations regarding the collection of documented evidence of student learning.	Blackburn, Kathryn	8/31/2015	Classroom walk thru and feedback	5/31/2016 daily
G1.B1.S1.A5	Professional development will be planned so that teachers begin to understand and use accountable talk.	Bookhamer, Jennifer	11/2/2015	Sign-in sheet	5/31/2016 monthly
G1.B1.S1.A6	Practice with coaches and included in planning, model if necessary.	Bookhamer, Jennifer	11/2/2015	Sign in sheet, e-mail requesting support	5/31/2016 monthly
G1.B1.S1.A7	Schedule times to observe teachers using accountable talk in the classrooms.	Blackburn, Kathryn	1/5/2016	Teacher observation feedback form	5/31/2016 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.MA1	Classroom Walk-Thru Observations and Lesson Plan Evaluations	Blackburn, Kathryn	8/31/2015	Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.	5/31/2016 daily
G1.B1.S1.MA1	Classroom Walk-Thru Observations and Lesson Plans	Blackburn, Kathryn	8/31/2015	Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.	5/31/2016 daily
G1.B1.S1.MA4	Teachers begin to use in classroom	Blackburn, Kathryn	11/16/2015	Walk thru feedback form, lesson plan documentation	5/31/2016 daily
G1.B1.S1.MA6	Teachers will use accountable talk in all classes.	Blackburn, Kathryn	11/16/2015	Walk thru feedback form	5/31/2016 daily
G1.B1.S1.MA1	Classroom Walk-Thrus, Lesson Plans, PowerPoints	Blackburn, Kathryn	9/8/2015	Classroom Walk-Thru Observations and Feedback, Lesson Plan Evaluations.	5/31/2016 daily
G1.B1.S1.MA3	Check with teachers to see levels of understanding	Blackburn, Kathryn	11/3/2015	Walk thru monitoring sheet and e-mail	5/31/2016 monthly
G1.B1.S1.MA5	Schedule times for coaches to model for teachers who need support in accountable talk.	Bookhamer, Jennifer	11/2/2015	Coach's calendar/schedule and feedback from teachers	5/31/2016 weekly
G1.B1.S1.MA7	Teachers are successfully using accountable talk in the classrooms.	Blackburn, Kathryn	2/1/2016	Walk thru form	5/31/2016 daily
G2.MA1	Teacher Observations, Lesson Plan Evaluation, Feedback Forms	Blackburn, Kathryn	10/20/2015	Lesson Plans, Feedback Forms, Teacher Observations	5/27/2016 daily
G2.B1.S1.MA1	Lesson Plans, Feedback Forms, Teacher Observations	Blackburn, Kathryn	10/20/2015	Lesson Plans, Feedback Forms, Teacher Observations	5/27/2016 daily
G2.B1.S1.MA1	Lesson Plans, Teacher Observation and Feedback Forms	Blackburn, Kathryn	10/20/2015	Lesson plans, Observations, Feedback Forms	5/27/2016 weekly
G2.B1.S2.MA1	Walkthrough Observations, Lesson Plans	Blackburn, Kathryn	10/12/2015	Benchmark Assessment Data, Walkthrough Observations, Standardized Test Scores	5/27/2016 weekly
G2.B1.S2.MA1	Lesson Plans, Walkthrough Observations	Blackburn, Kathryn	8/31/2015	Benchmark Assessment Data	5/27/2016 weekly

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. During the 2015-2016 school year, student engagement through collaborative structures will be increased in order to promote effective teaching strategies and student academic achievement for all students including subgroups.

G1.B1 Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom.

G1.B1.S1 Develop a concensus by all stakeholders regarding student engagement and provide the necessary professional development for teachers.

PD Opportunity 1

Resource staff will research and become proficient in stakeholder expectations for student engagement and communicate expectations to teachers through PLC.

Facilitator

School-Based Coaches and Administration.

Participants

All classroom teachers.

Schedule

Weekly, from 8/31/2015 to 5/31/2016

PD Opportunity 2

Resource staff will become proficient in stakeholder expectations for lesson pacing by following administrative directives and communicating these with teachers through professional development and PLC's.

Facilitator

School-based coaches and administration

Participants

All classroom teachers

Schedule

Weekly, from 8/24/2015 to 5/31/2016

PD Opportunity 3

Become proficient on agreed upon expectations in regards to school wide procedures involving student entering/exiting the classroom.

Facilitator

Participants

Schedule

Daily, from 8/24/2015 to 6/8/2016

PD Opportunity 4

Professional development will be planned so that teachers begin to understand and use accountable talk.

Facilitator

Jennifer Bookhamer

Participants

All Teachers

Schedule

Monthly, from 11/2/2015 to 5/31/2016

G2. During the 2015-2016 school year, standard-based instruction (SBI) will be implemented in order to support effective instructional strategies for all subgroups.

G2.B1 Lack of teacher knowledge of alignment required for successfully implementing the shifts of the Florida Common Core Standards and for successfully implementing science standards also.

G2.B1.S1 Teacher support with professional development in understanding the implementation and addressing of the shifts required by the Florida Common Core Standards and the implementation of science standards.

PD Opportunity 1

Concentration, modeling and rehearsing lessons for teachers in their classrooms that address the shifts required by the Florida Common Core Standards and science standards.

Facilitator

School-Based and District Coaches and Administration.

Participants

All classroom teachers and Coaches

Schedule

Weekly, from 10/20/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Resource staff will research and become proficient in stakeholder expectations for student engagement and communicate expectations to teachers through PLC.	\$0.00
2	G1.B1.S1.A2	Resource staff will become proficient in stakeholder expectations for lesson pacing by following administrative directives and communicating these with teachers through professional development and PLC's.	\$0.00
3	G1.B1.S1.A3	Become proficient on agreed upon expectations in regards to school wide procedures involving student entering/exiting the classroom.	\$0.00
4	G1.B1.S1.A4	Become proficient on agreed upon expectations regarding the collection of documented evidence of student learning.	\$0.00
5	G1.B1.S1.A5	Professional development will be planned so that teachers begin to understand and use accountable talk.	\$0.00
6	G1.B1.S1.A6	Practice with coaches and included in planning, model if necessary.	\$0.00
7	G1.B1.S1.A7	Schedule times to observe teachers using accountable talk in the classrooms.	\$0.00
8	G2.B1.S1.A1	Concentration, modeling and rehearsing lessons for teachers in their classrooms that address the shifts required by the Florida Common Core Standards and science standards.	\$0.00
9	G2.B1.S2.A1	Pull-out, small group instruction will be provided that focuses on the lowest 25% for remediation in both reading and math standards.	\$0.00
Total:			\$0.00