Polk County Public Schools

Sleepy Hill Elementary School

2017-18 Schoolwide Improvement Plan

Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sleepy Hill Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

As Explorers at Sleepy Hill Elementary, we will implement district curriculum to prepare all students to be full participants in the global community of the future. We will show respect, display healthy attitudes, explore responsibly, and always put safety first.

b. Provide the school's vision statement.

At Sleepy Hill Elementary, it is our vision that a rigorous, relevant curriculum, enhanced by technology that will assure our students achieve skills necessary to succeed academically and become life-long learners. Consistent integration of technology throughout the academic day will promote our students to become self guided explorers of the vast amounts of information available at their fingertips. We will unite parents, faculty and community members to establish an atmosphere of mutual acceptance, ongoing interest in high levels of academic achievement, and a sense of community for all. The realization of this vision will allow our learning community to interface with technology for a more fulfilling exploration of their global world.

2. School Environment

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

The student population at Sleepy Hill is very diverse and we believe by embracing this diversity we can develop strong relationships between teachers and students. Currently we employ five bilingual teachers and two bilingual ESOL paraeducators which enable us to develop relationships with the students and their families by bridging the communication gap and providing insight to cultural awareness. We also have a "Boys to Men" mentoring club which helps to develop leadership skills and confidence in our minority male students. Staff has also attended training on "Working with Diverse Parents" and "Engaging Families in Student Learning".

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

Sleepy Hill Elementary School uses a school-wide positive behavioral support system in which positive support procedures are intended for all students and staff across the campus. The aim of this program is to create an environment that supports and reinforces positive behavior, which will lead to more effective time on task. Our school wide expectations are: show respect, healthy attitude, explore responsibly, and safety always. In addition, we are teaching our students the 7 Habits of Highly Effective People as part of our social skills development.

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

The Tier 1 Curriculum and resources that will be used at Sleepy Hill to manage student behavior are: Positive Behavior Intervention/Support, The Leader in Me- 7 Habits of Highly Effective People, CHAMPs, and Class Dojo. We believe an effective classroom management plan prevents

misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities.

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

On site we have a school psychologist and a guidance counselor. In addition, we also have a social worker that specializes in bullying. These individuals, along with the administrative team mentor students throughout the school year. The guidance counselor also works with specific students on social skills and provides counseling with designated students. This year, we have also added a Behavior Interventionist who provides coaching to the teachers on how to establish and implement the Tier 1 behavior initiatives. The Behavior Interventionist also monitors and problem solves routines and procedures to ensure we have a safe and orderly learning environment. The district also provides mental health counseling and assistance with behavior analysts as needed.

3. Early Warning Systems

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

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

Sleepy Hill Elementary's leadership team accesses and discusses the Early Warning Bulletin sent out by the district each month. The indicators that we look at are for students that are absent 10% or more of the days enrolled, over-age 2 or more years for the grade level, one or more suspensions, and students who have scored a Level 1 on the statewide, standardized assessments.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	16	20	17	14	16	0	0	0	0	0	0	0	101
One or more suspensions	9	3	9	8	1	8	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	26	34	43	0	0	0	0	0	0	0	103

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	1	4	2	5	8	0	0	0	0	0	0	0	25

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

The Multi-Tiered System of Supports team meets regularly to discuss and plan for students that are identified by the early warning system. These students' data is monitored regularly at the MTSS meetings. Students that are identified by the early warning system for academics are given Tier 2 support and possible Tier 3. Daily differentiated small group instruction occurs in all classroom to help build student skills and improve academic performance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

Yes

1. PFEP Link

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

2. Description

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

Sleepy Hill Elementary encourages partnerships with all stakeholders. The School Advisory Council welcomes parents, business partners and community members to participate in helping to develop and monitor the School Improvement Plan. The Parent Teacher Organization works to create capacity building activities which encourage parents to become involved in their child's education. Sleepy Hill Elementary also actively seeks partnerships with local businesses to gain support and resources that will enhance the educational opportunities for student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Deal, Gregory	Principal
Walton, Melissa	Psychologist
Norquist, Brenda	Teacher, K-12
Jurnigan, Lacey	Instructional Coach
Kulcher, Lyndsy	Assistant Principal

b. Duties

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

Leadership team meets weekly to analyze school data and use the information to drive decision making. Data comes from a variety of sources, including progress monitoring data and observations. The principal and assistant principal are primarily responsible for conducting daily classroom walk-throughs. Information from the walk-throughs are used to determine the professional development needed to build capacity within the teachers. Ms. Norquist serves as Reading Interventionists whose primary responsiblty is to provide targeted interventions to struggling students using research based strategies. Ms. Jurnigan is the reading coach and her responsibility is to provide the professional

development and coaching needed to increase both teacher capacity and student achievement in the area of English Language Arts. Ms. Walton is responsible for gathering and disaggregating school data, especially, identifying and monitoring the bottom 25% to ensure they are making progress. Our guidance counselor assists with determining the best academic course for our students and to monitor their progress through MTSS.

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

All instruction and resources are designed to support the teaching of the Florida Standards. The district has created learning maps that outline a pathway in which to teach the standards. Collaborative planning in both reading and math is conducted by the instructional coach weekly during which teachers plan using the curriculum maps and instructional resources. All resources must align with the Florida Standards. A process of collegial inquiry is used to determine what additional resources may be used, other than the ones provided by the district.
Additional resources can be purchased with Title I funds and are inventoried by the Title I facilitator to ensure resources are properly accounted for throughout the school.
The Parent Involvement Resource Center (PIRC) is onsite to provide parents a place to seek homework assistance for their child, check out resources, and learn strategies to support reading at home.
Title II funds will be used to provide a differentiation training to teachers. This PD will be beneficial to teachers since Tier 2 and Tier 3 instruction has been identified as a barrier.
Tutoring will be provided for our ESOL students using Title III funds. This tutoring opportunity provides the students an extended school day to work toward mastery of the standards.
ESE services are provided in a variety of settings including, self-contained, resource services, and inclusive services. The least restrictive environment is identified through the IEP process. ESE services are provided primarily by the classroom teachers through differentiation to meet the needs and goals as identified on their IEP. Funds are available for the ESE department if additional resources are needed.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Brenda Norquist	Teacher
Mark Winchester	Business/Community
Melissa Walton	Education Support Employee
Casey Norquist	Parent
Marielys Garcia	Education Support Employee
Nellie Ocasio	Teacher
	Student
Carelton Pickett	Parent
Rosa Solis	Parent
Gregory Deal	Principal
Lyndsy Kulcher	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviews the prior year's plan, testing data, and AMO goals for the current school year to evaluate goals and strategies. Suggestions are reviewed and added when appropriate.

b. Development of this school improvement plan

The SAC determines school improvement priorities, assists in the writing of and publicizes the school improvement plan, supports school improvement plan implementation and evaluates the school improvement plan. The committee revisits the plan throughout the year at each meeting to discuss if progress is being made toward the goals.

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

The SAC decides on expenditure of district lottery funds, school recognition funds, and reviews the school's Title One budget.

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

The SAC voted to use $2250 of our $3404 Parent Involvement Title One funds to purchase an agenda planners for each student to increase home/school communication. They also agreed that the $1154 remaining funds would be spent on parent night supplies including food and supplies for make and take projects. This year, SAC will help in the decision on how to spend our school recognition money.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Deal, Gregory	Principal
Kirby, Laura	Assistant Principal
Norquist, Brenda	Teacher, K-12
Jurnigan, Lacey	Instructional Coach
Kelley, Bobbi	Instructional Media
Kulcher, Lyndsy	Assistant Principal

b. Duties

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

The Literacy Leadership team will analyze student reading data in order to make recommendations regarding curriculum, school improvement and training; work collaboratively to discuss issues, pose solutions and set goals for improvement; create grade level appropriate book study units; help support SIP initiatives including AR implementation; serve as a catalyst for school-wide literacy change that is focused on high yield instructional strategies.The Literacy Leadership team will focus on analyzing student data in order to identify areas of need related to student learning. The LLT will collaboratively plan with teachers to provide solutions, strategies and resources to meet those areas of need.

D. Public and Collaborative Teaching

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

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

Every week the teachers meet with either the reading coach, along with administration to plan collaboratively. Teachers have a common planning time in which to accomplish this. In addition, teachers participate in weekly Professional Learning Communities. The topics of learning for the PLC's is determined by the leadership team after reviewing data. On Tuesdays, professional development is also offered on a variety of topics that were selected by the teachers. These sessions are not manadatory since they occur after school hours.

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

All open teaching positions are posted on the district's RHS website. It is important that all new hires to the school be screened carefully to ensure that we are recruiting highly qualified teachers. Newly hired teachers participate in a school based New Teacher Program that meets regularly to discuss procedures specific to the school and the district. New teacher also are provided with a school-based mentor and a district mentor.

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

New teachers are paired with an experienced teacher that teaches the same grade level or subject. The teacher mentor will assist the new teacher with becoming acclimated to the Pinnacle, AESOP, FAIR-FS,

Improve, and other district technology. The teacher mentor will assist the new teacher with understanding the Florida Standards and developing quality lesson plans. The school based reading coach will provide frequent feedback and coaching to the new teachers along with the reading interventionist.

In addition, this year our school has been selected to be a participant in the i3 Mentoring Grant through the New Teacher Center. Three of our brand new teachers will receive mentoring support from a coach from the New Teacher Center for the next two years to ensure that they are successful.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All teachers are required to follow the district learning maps which are comprised of the Florida Standards and to utilize the resources contained in them. Teachers participate in weekly collaborative planning sessions to ensure alignment to the Florida Standards. In addition, in grades 3-5, one reading and one math teacher from each grade level has attended the Dana Center training which is a professional development designed to train educators on how to read and interpret the Florida Standards. Our curriculum coaches lead our collaborative planning sessions and ensure that lessons are being taught to the full intent of the standard. We also have several teacher leaders that have participated in district training and share professional development and resources with our teachers.

b. Instructional Strategies

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

Teachers meet regularly with the MTSS team to participate in problem solving to provide for the early identification and support of students with learning and behavior needs. Learners are provided with instruction and interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, student services personnel, and other specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

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

Strategy: After School Program

Minutes added to school year: 900

120 extra minutes of instructional time will be added per week during our 8 week after school tutoring program. Students in the 2nd and 3rd grade will be targeted.

Strategy Rationale

According to the 2017 ELA FSA, only 53% of our students are reading at proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Jurnigan, Lacey, lacey.jurnigan@polk-fl.net

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

STAR will be used to determine the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The guidance counselor from the middle schools meet with fifth grade students and parents each spring. During these meetings, parents and students can ask questions about the educational programs offered at the middle school. Students may register for their courses at this time.

b. College and Career Readiness

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

Sleepy Hill Elementary participates in the WE3 Expo which is in support of the Workforce Education program in the district. Fifth grade students participate in the exposition so they can become aware of the academic programs offered by the district which will prepare them to become college and/or career ready.

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

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

Sleepy Hill Elementary student particpate in quarterly school-wide STEM activities which are aligned with the 5E process. Preparing students to be able to apply skills and knowledge in a cross-curricular manner will help them achieve greater academic success.

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

Students participate in school-wide STEM activities. Students also learn the concepts of close reading in order to be able to apply these skills across content areas.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

According to the 2017 FSA ELA data:
Proficiency increased from the previous year from 43% to 53%;
Learning gains with all students was 59%, showing no growth from the previous year;
Learning gains with our lowest 25% decreased from the year prior from 49% to 36%.

According to the 2017 FSA Math data:
Proficiency increased from the previous year from 53% to 67%;
Learning gains with all students increased from 61% to 75%;
Learning gains with our lowest 25% increased from 46% to 65%.

According to the 2017 FCAT Science data:
Proficiency increased from the previous year from 41% to 58%.

Based on this data, the identified areas of need are in ELA learning gains, specifically with the lowest 25%.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Focus on tier 2 and tier 3 instruction and support was not implemented with fidelity causing the students in the lowest 25% to not be properly served.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student proficiency to 60% on the 2018 ELA FSA and 70% for the Math FSA.

G2.   In 2017, learning gains with the lowest 25% was 36% on the ELA FSA, therefore, if teachers focus on planning for Tier 2 and Tier 3 instruction, then learning gains with the lowest 25% should increase to 50% on the ELA FSA in 2018.

G3.   If we implement a school wide PBS program with fidelity, continue to utilize CHAMPS, and use MTTS for behavior, then our office discipline referral (ODR) rate will decrease by 10% from 162 ODRs to 146 ODRs.

Strategic Goals Detail

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

G1. Increase student proficiency to 60% on the 2018 ELA FSA and 70% for the Math FSA. `1a`

🔑 G098020

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal `3`

- According to the Fall 2017 STAR Assessment, 70% of the 3rd graders are below the 50th percentile, 56% of 4th graders are below the 50th percentile, and 72% of the 5th graders are below the 50th percentile.

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

-

Plan to Monitor Progress Toward G1. `8`

Students will take the STAR assessment quarterly in Reading and Math for progress monitoring.

Person Responsible
Lyndsy Kulcher

Schedule
Quarterly, from 8/31/2017 to 5/24/2018

Evidence of Completion
STAR Reports

G2. In 2017, learning gains with the lowest 25% was 36% on the ELA FSA, therefore, if teachers focus on planning for Tier 2 and Tier 3 instruction, then learning gains with the lowest 25% should increase to 50% on the ELA FSA in 2018. 1a

🔑 G098021

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Tier 2 and Tier 3 instruction is not implemented with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Planning
- IStation
- Wonderworks
- STAR Resources
- IReady Books

Plan to Monitor Progress Toward G2. 8

STAR data will be reviewed to ensure progress is being made.

Person Responsible
Lyndsy Kulcher

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

Evidence of Completion
STAR Reports

G3. If we implement a school wide PBS program with fidelity, continue to utilize CHAMPS, and use MTTS for behavior, then our office discipline referral (ODR) rate will decrease by 10% from 162 ODRs to 146 ODRs. 1a

🔑 G098022

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	142.0

Targeted Barriers to Achieving the Goal 3

- Sleepy Hill Elementary does not have a defined PBS plan to foster a supportive environment for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPs

- School-wide PBS Plan

Plan to Monitor Progress Toward G3. 8

Quarterly discipline reports will be run and the data will be reviewed and shared with staff.

Person Responsible
Gregory Deal

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

Evidence of Completion
Quarterly discipline reports and leadership agendas.

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. Increase student proficiency to 60% on the 2018 ELA FSA and 70% for the Math FSA. 1

🔑 G098020

G1.B1 According to the Fall 2017 STAR Assessment, 70% of the 3rd graders are below the 50th percentile, 56% of 4th graders are below the 50th percentile, and 72% of the 5th graders are below the 50th percentile. 2

🔑 B263583

G1.B1.S1 In order to increase proficiency, planning meetings will focus on creating standards based questions and tasks to develop mastery. 4

🔑 S279152

Strategy Rationale

If we teach to the standard, then proficiency will increase.

Action Step 1 5

Teachers will collaboratively plan for higher order thinking questions and tasks during planning sessions.

Person Responsible

Lacey Jurnigan

Schedule

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

Evidence of Completion

Lesson plans

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

Reading coach and administration will visit classrooms to ensure higher order questions and tasks are being implemented.

Person Responsible

Lyndsy Kulcher

Schedule

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

Evidence of Completion

Lesson plan fidelity and classroom walk through data

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

Student weekly assessment data will be discussed during collaborative planning sessions.

Person Responsible

Lacey Jurnigan

Schedule

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

Evidence of Completion

Reading Wonders assessment data

G2. In 2017, learning gains with the lowest 25% was 36% on the ELA FSA, therefore, if teachers focus on planning for Tier 2 and Tier 3 instruction, then learning gains with the lowest 25% should increase to 50% on the ELA FSA in 2018. 1

🔑 G098021

G2.B1 Tier 2 and Tier 3 instruction is not implemented with fidelity. 2

🔑 B263584

G2.B1.S1 Teachers will participate in collaborative planning with a heavy focus on small group instruction. 4

🔑 S279153

Strategy Rationale

By purposefully targeting students using data and planning for small group instruction, teachers will be able to implement Tier 2 and Tier 3 instruction effectively.

Action Step 1 5

Teachers will participate in collaborative planning using a new lesson plan template focusing small group instruction and purposeful centers with differentiation.

Person Responsible

Lacey Jurnigan

Schedule

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

Evidence of Completion

Lesson plans with small group differentiation will be documented.

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

Observations and monitoring of lesson plans and small group documentation.

Person Responsible

Lyndsy Kulcher

Schedule

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

Evidence of Completion

Lesson plans and small group documentation.

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

Data will be collected from the STAR assessment.

Person Responsible

Lacey Jurnigan

Schedule

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

Evidence of Completion

STAR reports

G3. If we implement a school wide PBS program with fidelity, continue to utilize CHAMPS, and use MTTS for behavior, then our office discipline referral (ODR) rate will decrease by 10% from 162 ODRs to 146 ODRs. `1`
🔑 G098022

G3.B1 Sleepy Hill Elementary does not have a defined PBS plan to foster a supportive environment for all students. `2`
🔑 B263585

G3.B1.S1 Professional development on the new PBS plan will be provided throughout the school year, as well as review PD of CHAMPs. `4`
🔑 S279154

Strategy Rationale

Teachers will learn how to use Positive Behavior Supports to create a supportive learning environment. Teachers will also develop a Classroom Discipline plan that will aid in reducing the number of ODR.

Action Step 1 `5`

All staff members will be trained on the use of the new PBS plan and will be given a review of CHAMPs to create a supportive learning environment for all students.

Person Responsible

Gregory Deal

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Monthly report and leadership agenda.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Implementation of PBS and continued use of CHAMPs will be monitored during classroom visits.

Person Responsible

Lyndsy Kulcher

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

The number of ODRs will decrease.

Person Responsible

Gregory Deal

Schedule

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

Evidence of Completion

By the end of the year, our discipline report will show a decrease by at least 10% of the number of ODRs.

G3.B1.S2 Administration will provide coaching and support to assist teachers in the implementation of the new PBS plan and CHAMPs. 4

🔑 S279155

Strategy Rationale

Coaching will be used as job embedded professional development to build capacity with teachers.

Action Step 1 5

New teachers and teachers needing extra support will receive coaching to assist in the implementation of standards based instruction, PBS and CHAMPs.

Person Responsible

Gregory Deal

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data collected from classroom observations.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Weekly classroom observations to ensure PBS and CHAMPs are being used as the Tier 1 behavior management system.

Person Responsible

Gregory Deal

Schedule

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

Evidence of Completion

Observation notes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Leadership team will monitor the number of ODRs.

Person Responsible

Gregory Deal

Schedule

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

Evidence of Completion

Monthly discipline reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S2.A1 🔍 A376126	New teachers and teachers needing extra support will receive coaching to assist in the...	Deal, Gregory	8/29/2016	Data collected from classroom observations.	6/2/2017 weekly
G1.MA1 🔍 M406718	Students will take the STAR assessment quarterly in Reading and Math for progress monitoring.	Kulcher, Lyndsy	8/31/2017	STAR Reports	5/24/2018 quarterly
G2.MA1 🔍 M406721	STAR data will be reviewed to ensure progress is being made.	Kulcher, Lyndsy	8/10/2017	STAR Reports	5/24/2018 monthly
G3.MA1 🔍 M406726	Quarterly discipline reports will be run and the data will be reviewed and shared with staff.	Deal, Gregory	8/10/2017	Quarterly discipline reports and leadership agendas.	5/24/2018 quarterly
G1.B1.S1.MA1 🔍 M406716	Student weekly assessment data will be discussed during collaborative planning sessions.	Jurnigan, Lacey	8/10/2017	Reading Wonders assessment data	5/24/2018 weekly
G1.B1.S1.MA1 🔍 M406717	Reading coach and administration will visit classrooms to ensure higher order questions and tasks...	Kulcher, Lyndsy	8/10/2017	Lesson plan fidelity and classroom walk through data	5/24/2018 weekly
G1.B1.S1.A1 🔍 A376123	Teachers will collaboratively plan for higher order thinking questions and tasks during planning...	Jurnigan, Lacey	8/10/2017	Lesson plans	5/24/2018 weekly
G2.B1.S1.MA1 🔍 M406719	Data will be collected from the STAR assessment.	Jurnigan, Lacey	8/10/2017	STAR reports	5/24/2018 monthly
G2.B1.S1.MA1 🔍 M406720	Observations and monitoring of lesson plans and small group documentation.	Kulcher, Lyndsy	8/10/2017	Lesson plans and small group documentation.	5/24/2018 weekly
G2.B1.S1.A1 🔍 A376124	Teachers will participate in collaborative planning using a new lesson plan template focusing small...	Jurnigan, Lacey	8/10/2017	Lesson plans with small group differentiation will be documented.	5/24/2018 weekly
G3.B1.S1.MA1 🔍 M406722	The number of ODRs will decrease.	Deal, Gregory	8/10/2017	By the end of the year, our discipline report will show a decrease by at least 10% of the number of ODRs.	5/24/2018 quarterly
G3.B1.S2.MA1 🔍 M406724	Leadership team will monitor the number of ODRs.	Deal, Gregory	8/10/2017	Monthly discipline reports.	5/24/2018 quarterly
G3.B1.S2.MA1 🔍 M406725	Weekly classroom observations to ensure PBS and CHAMPs are being used as the Tier 1 behavior...	Deal, Gregory	8/10/2017	Observation notes.	5/24/2018 weekly
G3.B1.S1.MA1 🔍 M406723	Implementation of PBS and continued use of CHAMPs will be monitored during classroom visits.	Kulcher, Lyndsy	8/10/2017	Classroom walkthrough data	5/25/2018 weekly
G3.B1.S1.A1 🔍 A376125	All staff members will be trained on the use of the new PBS plan and will be given a review of...	Deal, Gregory	8/3/2017	Monthly report and leadership agenda.	5/25/2018 monthly

V. Professional Development Opportunities

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

G2. In 2017, learning gains with the lowest 25% was 36% on the ELA FSA, therefore, if teachers focus on planning for Tier 2 and Tier 3 instruction, then learning gains with the lowest 25% should increase to 50% on the ELA FSA in 2018.

G2.B1 Tier 2 and Tier 3 instruction is not implemented with fidelity.

G2.B1.S1 Teachers will participate in collaborative planning with a heavy focus on small group instruction.

PD Opportunity 1

Teachers will participate in collaborative planning using a new lesson plan template focusing small group instruction and purposeful centers with differentiation.

Facilitator

Jennifer Rouse

Participants

All teachers in grades K-5

Schedule

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

G3. If we implement a school wide PBS program with fidelity, continue to utilize CHAMPS, and use MTTS for behavior, then our office discipline referral (ODR) rate will decrease by 10% from 162 ODRs to 146 ODRs.

G3.B1 Sleepy Hill Elementary does not have a defined PBS plan to foster a supportive environment for all students.

G3.B1.S1 Professional development on the new PBS plan will be provided throughout the school year, as well as review PD of CHAMPs.

PD Opportunity 1

All staff members will be trained on the use of the new PBS plan and will be given a review of CHAMPs to create a supportive learning environment for all students.

Facilitator

Greg Deal/Lyndsy Kulcher

Participants

All staff members

Schedule

Monthly, from 8/3/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Teachers will collaboratively plan for higher order thinking questions and tasks during planning sessions.**				**$0.00**
2	G2.B1.S1.A1	**Teachers will participate in collaborative planning using a new lesson plan template focusing small group instruction and purposeful centers with differentiation.**				**$38,411.91**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1271 - Sleepy Hill Elementary School	Title, I Part A		$2,000.00
			Notes: iReady books for small group instruction			
	5100		1271 - Sleepy Hill Elementary School	Title, I Part A		$2,000.00
			Notes: Scholastic style readers for informational text reading			
	5100		1271 - Sleepy Hill Elementary School	Title, I Part A		$700.00
			Notes: headphones			
	5100		1271 - Sleepy Hill Elementary School	Title, I Part A		$6,000.00
			Notes: Smart Boards in classrooms			
	5100		1271 - Sleepy Hill Elementary School	Title, I Part A		$3,000.00
			Notes: additional books for media circulation			
	6300		1271 - Sleepy Hill Elementary School	Title, I Part A		$7,616.00
			Notes: standards alignment planning days			
	5100		1271 - Sleepy Hill Elementary School	Title, I Part A		$5,000.00
			Notes: classroom libraries			
	5100		1271 - Sleepy Hill Elementary School	Title, I Part A		$9,095.91
			Notes: instructional supplies (ink, paper, storeroom items)			
	7800		1271 - Sleepy Hill Elementary School	Title, I Part A		$3,000.00
			Notes: busing for field trips			

3	G3.B1.S1.A1	**All staff members will be trained on the use of the new PBS plan and will be given a review of CHAMPs to create a supportive learning environment for all students.**				**$6,500.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
6150		1271 - Sleepy Hill Elementary School	Title, I Part A		$3,000.00
		Notes: ProKids Character Education Program and family night			
6150		1271 - Sleepy Hill Elementary School	Title, I Part A		$3,000.00
		Notes: agenda planners for parent communication			
6150		1271 - Sleepy Hill Elementary School	Title, I Part A		$500.00
		Notes: SAMS Club open purchase order for parent involvement events			

4	**G3.B1.S2.A1**	**New teachers and teachers needing extra support will receive coaching to assist in the implementation of standards based instruction, PBS and CHAMPs.**			**$276,809.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
6200		1271 - Sleepy Hill Elementary School	Title, I Part A		$276,809.00
		Notes: Interventionist, Reading Coach, Math Coach instructional positions			
				Total:	**$321,720.91**