Sleepy Hill Middle School

2017-18 Schoolwide Improvement Plan

Sleepy Hill Middle School

2215 SLEEPY HILL RD, Lakeland, FL 33810

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

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)
Middle School 6-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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 Middle 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.

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!

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

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

Schoolwide expectations are communicated to students through discussions focusing on our Student Handbook during the first week of school and throughout the year as needed. During these discussions, safety procedures and expected student behavior are covered. Teachers are expected to clearly post classroom expectations and review them during the first week of school as well. 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.

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.

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. 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.

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.

Students have the opportunity the 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 Hearth 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.

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.

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 regualry 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.

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	0	0	0	0	0	0	22	27	30	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	90	91	68	0	0	0	0	249
Course failure in ELA or Math	0	0	0	0	0	0	21	9	13	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	0	0	0	260	228	188	0	0	0	0	676

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	65	70	54	0	0	0	0	189

c. 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) Committtee, 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.

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

1. School website- posted are: school mission and vision statements, activities calendar, parent success ideas, testing information.
2. School Newsletter- Paw Prints
3. Connect Ed
4. Monthly Parent Breakfast
5. Open House
6. Parent/Teacher Conference
7. Parent involvement activities that could include, but not limited to:
how to help you child with Science Fair, helping your child with math at home, reading is essential: book study, moving up to nineth grade- transitioning to high school, Jaguar Jams: what to expect when your child enters middle school, open house, Spanish Heritage Night.
8. Parent conference/calls and e-mails
9. Student agendas allow for continued parent communication.
10. Provide flexible meeting times for parents.

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.

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.

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
Blackburn, Kathryn	Principal
Bailey, Laura	Assistant Principal
Hearns, Doleciea	Assistant Principal
Hanson, Deborah	Teacher, K-12
Bookhamer, Jennifer	Assistant Principal
Yamano, Michele	Teacher, K-12
Neilan, Frank	Teacher, K-12
Arzillo, Gretchen	Administrative Support
king, tiffany	Teacher, K-12
wren, maegan	Teacher, K-12
holleman, irona	Teacher, K-12
Kieffer, Rayna	Assistant Principal
Estep, Jennifer	Instructional Coach

b. Duties

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

Rayna Kieffer- develops and monitors academic plans.
Irona Holleman -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.
Alejandro Carreno -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.
Tiffany King-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.
Amy Hamilton-STEM 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.
Jennifer Estep - 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 Hearns -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.

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.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Elana Coulter	Parent
Kathryn Blackburn	Principal
Laura Bailey	Education Support Employee
Doleciea Hearns	Education Support Employee
Rayna Kieffer	Education Support Employee
Cornelius Blackman	Education Support Employee
Joe Fisher	Business/Community
Sheila Corso	Business/Community
Tekechia Turner	Parent
April Dolyak	Parent
Nieves Garcia	Education Support Employee
Alfred Corso	Education Support Employee
Madeline Lopez-Ortiz	Teacher
Jamya Turner	Student

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 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.

b. 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.

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

To be determined.

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

Lottery funds were used to purchase school supplies.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

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

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
Blackburn, Kathryn	Principal
Bailey, Laura	Assistant Principal
Yamano, Michele	Teacher, K-12
Walls, Mary	Instructional Media
Kieffer, Rayna	Assistant Principal
Bookhamer, Jennifer	Assistant Principal

b. Duties

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

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.

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.

Teachers have daily common planning periods During this time, they meet once a week for collaborative planning in which teachers collaborate and share responsibility in developing lesson plans and once a week as a professional learning community (PLC) to discuss current data and best practices. A resource team member is assigned to each core content area to provide professional development and support for planning as needed.

2. 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

3. 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.

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.

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

b. Instructional Strategies

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

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.

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: Weekend Program

Minutes added to school year: 3,240

Provide 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.

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.

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.

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.

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.

2. 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 STEM 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.

Students are eligible to apply for the CSI Criminal Justice Academy. This program focuses on crime scene investigative protocol and various career opportunities within this field of study. This is the first year for this academy, so all grade levels are at the introduction stage and will be eligible for industrial certification at a later date.

3. 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, STEM and CSI Academy teachers meet to discuss and integrate standards and skills being taught to support student achievement.

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

N/A

II. Needs Assessment

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

In analyzing the performance data on state assessments, an increase in both science and civics was noticed. Areas of concern are in FSA ELA and FSA Math, specifically in learning gains.

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.

Learning gains is an area of concern for various reasons. Teachers lack a clear understanding of the MTSS process in order to meet the needs of students. Also, teacher resources for both reading and math are needed to enhance student engagement and assist teachers with teaching the standards.

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.   During the 2017-2018 school year, strategies will be implemented to improve learning gains in reading and in math.

G2.   During the 2017-2018 school year, student engagement through collaborative structures will be increased in order to promote learning gains for all students.

G3.   During the 2017-2018 school year, in a supportive learning environment, school-wide interventions will be implemented that will promote a decrease in absences and discipline referrals.

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. During the 2017-2018 school year, strategies will be implemented to improve learning gains in reading and in math. 1a

🔑 G098865

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers are unaware of how and what makes a learning gain.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-Based and District Coaches and Administration.

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data, Data Chats with Administrators

Person Responsible

Kathryn Blackburn

Schedule

Biweekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Increase in student formative and summative assessments.

G2. During the 2017-2018 school year, student engagement through collaborative structures will be increased in order to promote learning gains for all students. `1a`

🔑 G098866

Targets Supported `1b`

Indicator	Annual Target
Effective Teachers (Performance Rating)	90.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have limited knowledge of collaborative structured learning.

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

- School-Based and District Coaches and Administration.

Plan to Monitor Progress Toward G2. `8`

Progress monitoring data, classroom walk-through observations, Teacher artifacts.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 10/23/2017 to 5/31/2018

Evidence of Completion

Progress-Monitoring and Summative Data, Standardized Test Scores, Classroom Walk-Thru Observations and Feedback, Teacher artifacts, Data chat documentation, Data analysis sheets.

G3. During the 2017-2018 school year, in a supportive learning environment, school-wide interventions will be implemented that will promote a decrease in absences and discipline referrals. `1a`

🔑 G098867

Targets Supported `1b`

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	100.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have a poor knowledge of their student population.

- Poor student commitment to education.

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

- District personnel, Reading and Math Coaches, Academic Leadership Team.

Plan to Monitor Progress Toward G3. `8`

Assistant principals, who are responsible by grade level, will collect and analyze the attendance, discipline, and academic data and will report to principal biweekly. This data will be compared to the data provided through the mentoring program.

Person Responsible

Kathryn Blackburn

Schedule

Biweekly, from 10/16/2017 to 5/31/2018

Evidence of Completion

Attendance and Discipline data, .Assessment data

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 2017-2018 school year, strategies will be implemented to improve learning gains in reading and in math. `1`

🔑 G098865

G1.B1 Teachers are unaware of how and what makes a learning gain. `2`

🔑 B266114

G1.B1.S1 Professional development specifically related to defining and identifying learning gains. `4`

🔑 S282043

Strategy Rationale

Teachers will become more aware of their students' academic performance by receiving a sample of their own students' FSA data and determining which students made gains. Discussion of multiple reporting categories (sub groups) will also be addressed during this professional development.

Action Step 1 `5`

Teachers will participate in various activities that will apply to analyzing data for the improvement of learning gains in reading and math.

Person Responsible

Rayna Kieffer

Schedule

Biweekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Teacher artifacts such as: progress monitoring data, analysis charts, PLC notes, data chats with administrators.

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

Administration will attend PLC meetings, classroom walkthrough observations, Data chats

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/21/2017 to 5/31/2018

Evidence of Completion

PLC agenda and minutes, Teacher artifacts, Data analysis charts, data walls

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

Progress Monitoring Data, Data Chats with Administrators

Person Responsible

Kathryn Blackburn

Schedule

Biweekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Summative and Formative Assessments, Data Analysis Charts, Standardized Test Scores

G2. During the 2017-2018 school year, student engagement through collaborative structures will be increased in order to promote learning gains for all students. [1]

🔑 G098866

G2.B1 Teachers have limited knowledge of collaborative structured learning. [2]

🔑 B266119

G2.B1.S1 Professional development that focuses on collaboratively structured learning. Teachers will become more aware of what collaborative learning looks like and sounds like. [4]

🔑 S282044

Strategy Rationale

Teachers will acquire knowledge of various effective instructional strategies that promote collaboratively structured learning in order to maintain student engagement.

Action Step 1 [5]

Teachers will be trained on various effective instructional strategies they can implement that promote collaboratively structured learning and maintain student engagement.

Person Responsible

Jennifer Estep

Schedule

Weekly, from 10/11/2017 to 5/31/2018

Evidence of Completion

Lesson plan documentation, classroom walkthrough feedback, Documentation of coaching, conferencing between teacher and coach/administration.

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

Classroom walk-throughs and collaborative planning will be monitored.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 10/16/2017 to 5/31/2018

Evidence of Completion

Classroom walk-through feedback, Lesson plans, Teacher artifacts, Documentation of teacher, coach/administration conferences.

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

Progress monitoring data will be monitored for effectiveness.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 10/23/2017 to 5/31/2018

Evidence of Completion

Formative and summative assessment data, standardized test scores

G3. During the 2017-2018 school year, in a supportive learning environment, school-wide interventions will be implemented that will promote a decrease in absences and discipline referrals. `1`

🔑 G098867

G3.B1 Teachers have a poor knowledge of their student population. `2`

🔑 B266121

G3.B1.S1 Field trip for all staff members of our demographic zone. `4`

🔑 S282046

Strategy Rationale

Teachers will acquire a better understanding of students and their home life.

Action Step 1 `5`

Educate teachers on the wide variety of the demographic zone of Sleepy Hill Middle School.

Person Responsible

Kathryn Blackburn

Schedule

On 10/11/2017

Evidence of Completion

Teacher participation in field trip to student communities/neighborhoods, Teacher written reflection on how this knowledge will impact their implementation of a supportive learning environment.

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

Administration will attend team meetings and perform classroom walk-throughs.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 10/17/2017 to 5/30/2018

Evidence of Completion

Team meeting agenda and minutes, attendance and discipline data, parent contact log, classroom walk-through feedback, problem solving process data via team meetings.

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

Administration will attend team meetings to monitor and support attendance, discipline and problem-solving data.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 10/17/2017 to 5/31/2018

Evidence of Completion

Team meeting agenda and minutes, attendance, discipline and problem solving data, assessment data. Each administrator will collect discipline and attendance data and report to principal biweekly.

G3.B4 Poor student commitment to education. `2`

`B266124`

G3.B4.S1 Provide after school mentoring that will include goal setting, social skills, organizational skills and self-discipline. `4`

`S282047`

Strategy Rationale

This strategy will help support positive behavior and motivation to be successful in school.

Action Step 1 `5`

School wide invitation for student interested in participating in a step camp that focused on athletics and social behavior. All participants made the team.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 6/12/2017 to 6/11/2018

Evidence of Completion

Attendance, discipline, and grade reports.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

Monthly meetings with administration to review progress of program.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 6/12/2017 to 6/11/2018

Evidence of Completion

Monthly documentation of mentor attendance and meeting notes.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Review of discipline, attendance and academic data.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 6/12/2017 to 6/11/2018

Evidence of Completion

Discipline, attendance and academic data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S1.A1 🔍 A380575	Educate teachers on the wide variety of the demographic zone of Sleepy Hill Middle School.	Blackburn, Kathryn	10/11/2017	Teacher participation in field trip to student communities/neighborhoods, Teacher written reflection on how this knowledge will impact their implementation of a supportive learning environment.	10/11/2017 one-time
G3.B1.S1.MA1 🔍 M412946	Administration will attend team meetings and perform classroom walk-throughs.	Blackburn, Kathryn	10/17/2017	Team meeting agenda and minutes, attendance and discipline data, parent contact log, classroom walk-through feedback, problem solving process data via team meetings.	5/30/2018 weekly
G1.MA1 🔍 M412941	Progress Monitoring Data, Data Chats with Administrators	Blackburn, Kathryn	9/18/2017	Increase in student formative and summative assessments.	5/31/2018 biweekly
G2.MA1 🔍 M412944	Progress monitoring data, classroom walk-through observations, Teacher artifacts.	Blackburn, Kathryn	10/23/2017	Progress-Monitoring and Summative Data, Standardized Test Scores, Classroom Walk-Thru Observations and Feedback, Teacher artifacts, Data chat documentation, Data analysis sheets.	5/31/2018 daily
G3.MA1 🔍 M412949	Assistant principals, who are responsible by grade level, will collect and analyze the attendance,...	Blackburn, Kathryn	10/16/2017	Attendance and Discipline data, .Assessment data	5/31/2018 biweekly
G1.B1.S1.MA1 🔍 M412939	Progress Monitoring Data, Data Chats with Administrators	Blackburn, Kathryn	9/18/2017	Summative and Formative Assessments, Data Analysis Charts, Standardized Test Scores	5/31/2018 biweekly
G1.B1.S1.MA1 🔍 M412940	Administration will attend PLC meetings, classroom walkthrough observations, Data chats	Blackburn, Kathryn	9/21/2017	PLC agenda and minutes, Teacher artifacts, Data analysis charts, data walls	5/31/2018 weekly
G1.B1.S1.A1 🔍 A380573	Teachers will participate in various activities that will apply to analyzing data for the...	Kieffer, Rayna	9/18/2017	Teacher artifacts such as: progress monitoring data, analysis charts, PLC notes, data chats with administrators.	5/31/2018 biweekly
G2.B1.S1.MA1 🔍 M412942	Progress monitoring data will be monitored for effectiveness.	Blackburn, Kathryn	10/23/2017	Formative and summative assessment data, standardized test scores	5/31/2018 weekly
G2.B1.S1.MA1 🔍 M412943	Classroom walk-throughs and collaborative planning will be monitored.	Blackburn, Kathryn	10/16/2017	Classroom walk-through feedback, Lesson plans, Teacher artifacts, Documentation of teacher, coach/ administration conferences.	5/31/2018 weekly
G2.B1.S1.A1 🔍 A380574	Teachers will be trained on various effective instructional strategies they can implement that...	Estep, Jennifer	10/11/2017	Lesson plan documentation, classroom walkthrough feedback, Documentation of coaching, conferencing between teacher and coach/administration.	5/31/2018 weekly
G3.B1.S1.MA1 🔍 M412945	Administration will attend team meetings to monitor and support attendance, discipline and...	Blackburn, Kathryn	10/17/2017	Team meeting agenda and minutes, attendance, discipline and problem solving data, assessment data. Each administrator will collect discipline and attendance data and report to principal biweekly.	5/31/2018 weekly
G3.B4.S1.MA1 🔍 M412947	Review of discipline, attendance and academic data.	Blackburn, Kathryn	6/12/2017	Discipline, attendance and academic data.	6/11/2018 weekly
G3.B4.S1.MA1 🔍 M412948	Monthly meetings with administration to review progress of program.	Blackburn, Kathryn	6/12/2017	Monthly documentation of mentor attendance and meeting notes.	6/11/2018 weekly
G3.B4.S1.A1 🔍 A380576	School wide invitation for student interested in participating in a step camp that focused on...	Blackburn, Kathryn	6/12/2017	Attendance, discipline, and grade reports.	6/11/2018 weekly

V. Professional Development Opportunities

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

G1. During the 2017-2018 school year, strategies will be implemented to improve learning gains in reading and in math.

G1.B1 Teachers are unaware of how and what makes a learning gain.

G1.B1.S1 Professional development specifically related to defining and identifying learning gains.

PD Opportunity 1

Teachers will participate in various activities that will apply to analyzing data for the improvement of learning gains in reading and math.

Facilitator

District representative for Performance Matters, Math and Reading Coaches, Renaissance U Coach.

Participants

All core instructional staff, administration

Schedule

Biweekly, from 9/18/2017 to 5/31/2018

G2. During the 2017-2018 school year, student engagement through collaborative structures will be increased in order to promote learning gains for all students.

G2.B1 Teachers have limited knowledge of collaborative structured learning.

G2.B1.S1 Professional development that focuses on collaboratively structured learning. Teachers will become more aware of what collaborative learning looks like and sounds like.

PD Opportunity 1

Teachers will be trained on various effective instructional strategies they can implement that promote collaboratively structured learning and maintain student engagement.

Facilitator

Reading and Math Coaches, Administration

Participants

All teachers

Schedule

Weekly, from 10/11/2017 to 5/31/2018

G3. During the 2017-2018 school year, in a supportive learning environment, school-wide interventions will be implemented that will promote a decrease in absences and discipline referrals.

G3.B1 Teachers have a poor knowledge of their student population.

G3.B1.S1 Field trip for all staff members of our demographic zone.

PD Opportunity 1

Educate teachers on the wide variety of the demographic zone of Sleepy Hill Middle School.

Facilitator

District Representative of MTSS

Participants

All staff

Schedule

On 10/11/2017

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 participate in various activities that will apply to analyzing data for the improvement of learning gains in reading and math.				$17,479.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1971 - Sleepy Hill Middle School	Title, I Part A		$979.20
			Notes: Substitutes for teachers to attend Achieve 3000 staff development.			
	3336	520-Textbooks	1971 - Sleepy Hill Middle School	Title, I Part A		$7,600.00
			Notes: I-Ready Instructional Materials.			
	3336	690-Computer Software	1971 - Sleepy Hill Middle School	Title, I Part A		$8,200.00
			Notes: I-Ready Instructional Software.			
	5100	510-Supplies	1971 - Sleepy Hill Middle School	Title, I Part A		$700.00
			Notes: Math manipulatives			
2	G2.B1.S1.A1	Teachers will be trained on various effective instructional strategies they can implement that promote collaboratively structured learning and maintain student engagement.				$91,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1971 - Sleepy Hill Middle School	Title, I Part A		$91,920.00
			Notes: Instructional technology			
3	G3.B1.S1.A1	Educate teachers on the wide variety of the demographic zone of Sleepy Hill Middle School.				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3492	651-Bus(es)	1971 - Sleepy Hill Middle School	Title, I Part A		$1,200.00
			Notes: Transportation for professional development activity.			
4	G3.B4.S1.A1	School wide invitation for student interested in participating in a step camp that focused on athletics and social behavior. All participants made the team.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	120-Classroom Teachers	1971 - Sleepy Hill Middle School	Title, I Part A		$15,000.00
			Notes: Notes			

	Total:	$125,599.20