

Polk County Public Schools

Sandhill Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	12

Sandhill Elementary School

1801 TYNER RD, Haines City, FL 33844

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	75%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Sandhill Elementary - a family of teachers and students learning in an encouraging environment where high expectations result in productive citizens.

Provide the school's vision statement.

To teach all students to reach their academic potential and to consistently demonstrate CRANE characteristics (Courteous, Responsible, Attentive, Noble, Exemplary).

CRANES believe that

Caring about the learning environment is important so we can grow as a community of learners.

Respect of self and others is important.

ALL students can be leaders in a positive way.

Nurturing staff and families lead to successful students.

Every student can and will learn in an encouraging environment.

Safety is important for success.

School Leadership Team

Membership

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

Name	Title
Conely, Kathy	Principal
Vanhook, Kim	Assistant Principal
Alford, Renee	Teacher, K-12
Beasley, Cindy	Instructional Coach
Glasgow, Jennifer	Instructional Coach
Lewis, Sarah	School Counselor
Renesca, Lindsay	Dean
Morris, Sierra	Teacher, K-12
Chapman, Jaxon	Teacher, K-12
Terry, Pamela	Teacher, K-12

Duties

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

The Leadership Team meets weekly to review data and make decisions regarding instructional practices, feedback to teachers, coaching and professional learning needs.

Early Warning Systems

Year 2017-18

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	34	40	51	17	9	0	0	0	0	0	0	0	151
One or more suspensions	0	7	12	8	9	11	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	5	1	3	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	54	17	34	0	0	0	0	0	0	0	105

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	43	58	61	40	39	0	0	0	0	0	0	0	241

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	7	4	26	0	0	0	0	0	0	0	0	0	37
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 6/25/2018

Year 2016-17 - As Reported

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	22	21	13	11	12	11	0	0	0	0	0	0	0	90
One or more suspensions	0	4	2	1	8	12	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	5	3	35	1	0	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	35	30	21	0	0	0	0	0	0	0	86

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	2	5	3	5	6	4	0	0	0	0	0	0	0	25

Year 2016-17 - Updated

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	22	21	13	11	12	11	0	0	0	0	0	0	0	90
One or more suspensions	0	4	2	1	8	12	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	5	3	35	1	0	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	35	30	21	0	0	0	0	0	0	0	86

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	2	5	3	5	6	4	0	0	0	0	0	0	0	25

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA ... the trend is that the students are performing lower each year in 3rd, 4th and 5th grades. Spring 2018 data shows 3rd grade scoring 46% level 3 and above, 4th grade scoring 43% level 3 and above, 5th grade scoring 38% level 3 and above.

Which data component showed the greatest decline from prior year?

4th graders moving to 5th grade - ELA ... same students in 4th grade scored 46% level 3 and above in spring 2017. In Spring 2018, 38% scored level 3 and above as 5th graders.

Which data component had the biggest gap when compared to the state average?

The biggest gap is 4th grade Math which is 10 points behind the district average.

Which data component showed the most improvement? Is this a trend?

Science shows the biggest improvement - our 5th grade students improved from 30% to 43% in the area of Science.

Describe the actions or changes that led to the improvement in this area.

Some ideas related to the improvement:

1. Instruction provides Science content and background knowledge
2. Building of Science vocabulary
3. Collaborative planning in the area of Science (and other subjects).

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	50%	56%	44%	48%	52%
ELA Learning Gains	46%	51%	55%	43%	49%	52%
ELA Lowest 25th Percentile	47%	45%	48%	32%	42%	46%
Math Achievement	51%	58%	62%	55%	54%	58%
Math Learning Gains	47%	56%	59%	42%	52%	58%
Math Lowest 25th Percentile	46%	44%	47%	34%	41%	46%
Science Achievement	45%	53%	55%	37%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (22)	34 (21)	40 (13)	51 (11)	17 (12)	9 (11)	151 (90)
One or more suspensions	0 (0)	7 (4)	12 (2)	8 (1)	9 (8)	11 (12)	47 (27)
Course failure in ELA or Math	0 (2)	5 (5)	1 (3)	3 (35)	0 (1)	0 (0)	9 (46)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	54 (35)	17 (30)	34 (21)	105 (86)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	51%	-5%	57%	-11%
	2017	44%	53%	-9%	58%	-14%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	43%	48%	-5%	56%	-13%
	2017	46%	51%	-5%	56%	-10%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				
05	2018	38%	50%	-12%	55%	-17%
	2017	34%	44%	-10%	53%	-19%
Same Grade Comparison		4%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	56%	-8%	62%	-14%
	2017	53%	58%	-5%	62%	-9%
Same Grade Comparison		-5%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	47%	57%	-10%	62%	-15%
	2017	59%	60%	-1%	64%	-5%
Same Grade Comparison		-12%				
Cohort Comparison		-6%				
05	2018	52%	56%	-4%	61%	-9%
	2017	41%	47%	-6%	57%	-16%
Same Grade Comparison		11%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	43%	51%	-8%	55%	-12%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	27	32	27	47	45	33				
ELL	28	45	52	36	45	52	16				
BLK	43	49	53	58	62	50	50				
HSP	41	48	53	42	40	44	33				
WHT	47	40	29	60	49	53	57				
FRL	42	46	43	49	44	45	41				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	32	35	20	24	17	14				
ELL	25	42	56	38	46	34	8				
BLK	40	47	45	51	49	29	32				
HSP	38	45	52	49	44	32	17				
MUL	70			60							
WHT	50	44	21	59	42	25	50				
FRL	37	40	42	45	38	24	26				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Literacy

Rationale ELA scores decreased from 3rd grade to 4th grade to 5th grade

Intended Outcome Increase proficiency and learning gains by 10%

Point Person Jennifer Glasgow (jennifer.glasgow@polk-fl.net)

Action Step

1. Explain the "why" of Learning Sciences International (LSI) implementation with teachers by sharing data and video clips during pre-planning.
2. Professional Learning will be conducted during pre-planning centered around Conditions for Learning.
3. Weekly Professional Learning Communities (PLCs) will be held throughout the year for the purpose of planning instruction using Standards and learning targets.
4. Weekly Professional Learning Communities will be held throughout the year for the purpose of professional development centered around the needs of the teachers with coaching and feedback in between sessions.

Description

Some topics include:

- *Overview of LSI - bookstudy using book Essentials of Standards Driven Classrooms
 - *Grouping of students
 - *Relationship building
 - *Roles of students
 - *Target/task alignment
 - *Targets and scales
 - *Teacher as facilitator
 - **Professional learning will be adjusted and added according to walk through data
5. Coaching and feedback will be provided in relation to implementation of LSI strategies discussed during PLCs.

Person Responsible Kathy Conely (kathy.conely@polk-fl.net)

Plan to Monitor Effectiveness

Description Professional Development Evaluation and data chat feedback forms, coaching and feedback forms, weekly classroom walk throughs using trend data and specific feedback for teachers.

Person Responsible Kathy Conely (kathy.conely@polk-fl.net)

Activity #2

Title Communication with families

Rationale While we have families who wish to be involved, we don't often communicate effectively regarding how students are progressing and how parents can help at home.

Intended Outcome Parents will be better informed of student progress and how they can help at home.

Point Person Renee Alford (renee.alford@polk-fl.net)

Action Step

Description

1. All teachers will communicate with parents using Class Dojo beginning the first week of school.
2. All teachers will contact all parents with a positive phone call during the first 2 weeks of the school year and again the first 2 weeks of the 2nd semester.
3. All teachers will have a face-to-face, student-led conference with each parent consisting of a data chat, along with grades, work samples and goal setting to provide a true picture of where each student is.
4. Professional learning will be provided for all staff regarding how to grade for learning in order to communicate true progress toward standards to parents.
5. Teachers will communicate with parents regarding student progress using agenda planners.

Person Responsible Kathy Conely (kathy.conely@polk-fl.net)

Plan to Monitor Effectiveness

Description Parent contact logs, FOCUS gradebook, Class Dojo data

Person Responsible Renee Alford (renee.alford@polk-fl.net)

Activity #3

Title Integration of STEM

Rationale Science scores are increasing. To continue these gains, students need to see the relevance of Science in every day curriculum while teachers are implementing the standards to a higher depth of knowledge - in ALL grade levels.

Intended Outcome Integration of STEM into Literacy curriculum - read to understand and apply knowledge.

Point Person [no one identified]

Action Step

Description

1. Teachers will learn how to plan curriculum integrating Science and technology into the Literacy content.
2. Teachers will collaboratively plan integrated units.
3. Teachers will teach integrated units.
4. Students will participate in field trips centered around one of the planned integrated units.

Person Responsible Kim Vanhook (kim.vanhook@polk-fl.net)

Plan to Monitor Effectiveness

Description

1. Lesson plans will be checked monthly.
2. Classroom walk throughs will be done weekly with data collected regarding implementation of the units.
3. Progress monitoring data will be collected using the district Science assessments.

Person Responsible Kim Vanhook (kim.vanhook@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Sandhill Elementary School provides a variety of family engagement opportunities for parents and families including Reading Bingo, Science Fun night, Math Carnival, Thanksgiving lunch and Parent conference night. At these events, we have a large percentage of families who participate averaging 300-400 participants in attendance at each event. In addition, we will be adding a phone answering system this year which will add a depth of communication for parents who may contact the school after hours providing information that they may wish to obtain if calling during school hours. We also have social media accounts such as Facebook and Twitter that showcase the exciting activities that we have happening at our school on a daily basis. For more information on any of the above items, please feel free to see our Parent and Family Engagement Plan or visit our website at www.sandhill.polk-fl.net.

PFEP Link

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

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.

Teachers refer students with social-emotional needs to our guidance counselor and/or our Leadership Team for assistance. MTSS (Multi-Tiered Systems of Support) structures are effectively implemented in all classrooms, providing Tier 1, Tier 2 and Tier 3 supports (academic and/or behavioral) as needed for all students. Staff mentor program is implemented for students with Tier 2 behavior needs. Families in need are identified and provided services as appropriate (food, school supplies, clothing, counseling, etc.).

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

We work together with our district pre-k staff to ensure a smooth transition to the K-5 level. We offer Headstart Pre-K instruction on our campus. Our school psychologist serves on the Leadership Team for our zoned flow school for grades 6-8 in order to provide transition infrastructure as needed. Middle school guidance counselors from local area schools visit Sandhill Elementary to provide information to 5th grade classes about transitioning to middle school.

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.

School leadership identifies and aligns all available resources through our Leadership Team activities. We coordinate supplemental funding through communication with our district office in Title I, ESE, Headstart Pre-K, and other relevant programs. Inventory of instructional resources is maintained by our assistant principal and academic coaches. Meetings of the school Leadership Team are held every week. We use progress monitoring data analysis to determine how to apply resources for the highest impact.

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

Every other year we hold a Career Awareness day with over 30 careers represented. Students listen to presentations while taking notes using a thinking map format. At the end of the presentations the students write summaries of their learning. This event fosters partnerships with local business, industry and community organizations.

Part V: Budget

Total:	\$44,992.00
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