

Polk County Public Schools

Sleepy Hill Middle 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	12
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	72%

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.

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

Provide the school's vision statement.

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

School Leadership Team

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
Arzillo, Gretchen	Administrative Support
king, tiffany	Teacher, K-12
wren, maegan	Teacher, K-12
holleman, irona	Teacher, K-12
Kieffer, Rayna	Assistant Principal

Duties

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

Each member of the team serve in various capacities to support decision making at the school. Each member is either an administrator, Team Leader, or support staff who serves on the Academic Leadership Team, as well as their grade level teams and subject teams. The Academic Leadership Team is the governing body that helps to create, develop, implement and monitor the goals and objectives established in the School Improvement process. Finally, they are responsible for communicating with the staff, students and parents the schools decisions, goals and objectives each year.

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	0	0	0	0	0	6	15	11	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	3	2	4	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	4	8	8	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	122	297	203	0	0	0	0	622

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	13	25	23	0	0	0	0	61

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	0	0	0	0	0	10	14	4	0	0	0	0	28
Retained Students: Previous Year(s)	0	0	0	0	0	0	4	0	0	0	0	0	0	4

Date this data was collected

Wednesday 8/29/2018

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	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

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	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	

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?

The data component that performed the lowest was ELA lowest 25% learning gains. SHMS has declined that last two years. It could be considered a trend.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from prior year was math learning gains.

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

The data component that had the biggest gap when compared to the state average was in math proficiency.

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

The data component that showed the most improvement was in the math lowest 25% with a gain of 7%.

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

The classroom teachers were given a math software that focused on filling in learning gaps as well as remediation of standards taught during the class.

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	35%	46%	53%	39%	48%	52%
ELA Learning Gains	43%	47%	54%	56%	51%	53%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	35%	42%	47%	50%	46%	45%
Math Achievement	32%	49%	58%	32%	47%	55%
Math Learning Gains	39%	51%	57%	47%	49%	55%
Math Lowest 25th Percentile	46%	51%	51%	49%	45%	47%
Science Achievement	43%	47%	52%	44%	44%	50%
Social Studies Achievement	95%	86%	72%	52%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	6 (22)	15 (27)	11 (30)	32 (79)
One or more suspensions	3 (90)	2 (91)	4 (68)	9 (249)
Course failure in ELA or Math	4 (21)	8 (9)	8 (13)	20 (43)
Level 1 on statewide assessment	122 (260)	297 (228)	203 (188)	622 (676)

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
06	2018	30%	41%	-11%	52%	-22%
	2017	36%	45%	-9%	52%	-16%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	32%	42%	-10%	51%	-19%
	2017	36%	45%	-9%	52%	-16%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
08	2018	41%	49%	-8%	58%	-17%
	2017	38%	46%	-8%	55%	-17%
Same Grade Comparison		3%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	29%	40%	-11%	52%	-23%
	2017	29%	39%	-10%	51%	-22%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	20%	40%	-20%	54%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	32%	40%	-8%	53%	-21%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				
08	2018	16%	34%	-18%	45%	-29%
	2017	28%	36%	-8%	46%	-18%
Same Grade Comparison		-12%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	40%	42%	-2%	50%	-10%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	59%	-59%	65%	-65%
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	84%	11%	71%	24%
2017	59%	62%	-3%	69%	-10%
Compare		36%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	76%	60%	16%	62%	14%
2017	83%	43%	40%	60%	23%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	41%	48%	56%	33%
2017	88%	34%	54%	53%	35%
Compare		1%			

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	10	28	29	14	41	45	18				
ELL	15	31	33	19	34	40	13				
ASN	71	71		86	86						
BLK	24	38	36	22	36	42	27	85	70		
HSP	33	40	31	28	36	47	40	100	68		
MUL	47	52		32	34				77		
WHT	48	50	44	47	45	51	59	96	69		
FRL	32	41	36	29	37	45	38	93	71		
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	7	33	32	7	30	24	8	20			
ELL	19	41	44	16	40	37	15	41			
ASN	71	77		71	57						
BLK	29	41	29	25	46	45	33	59	62		
HSP	33	47	41	29	44	36	36	53	57		
MUL	57	57		59	64						
WHT	53	55	44	45	50	31	61	79	61		
FRL	33	42	37	26	42	37	34	58	57		

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	Increase proficiency in ELA as measured by FSA.
Rationale	Data supports proficiency levels continue to decline in ELA.
Intended Outcome	To increase proficiency in ELA.
Point Person	Kathryn Blackburn (kathryn.blackburn@polk-fl.net)
Action Step	
Description	<p>Principal and assistant principals will use FSA data to schedule students in July with effective teachers. Rotation of ELA teachers to appropriate grades that declined will be implemented in order to improve academic success of students. Learning targets established by district maps will be the focus of lessons. Principal, assistant principals and literacy coach will monitor ELA teachers' progress of the successful teaching of said targets. The literacy coach will be available to model and assist teachers via the coaching cycle. Data collection from STAR, Achieve 3000 and the district essay writing assessment will be used to support student success or adjust the plan to support student success.</p> <p>Provide professional development to all staff on implementing effective instructional strategies with all students such as LSI.</p>
Person Responsible	Kathryn Blackburn (kathryn.blackburn@polk-fl.net)
Plan to Monitor Effectiveness	
Description	ELA teachers, with the support of the principal, assistant principals and literacy coach, will analyze the comparison of FSA data by concept to STAR Assessment 1 and with each successive assessment (STAR 2 and STAR 3). The data from the standard cluster test will , also, be compared to the STAR data to evaluate the success of the literacy plan.
Person Responsible	Kathryn Blackburn (kathryn.blackburn@polk-fl.net)

Activity #2	
Title	Increase proficiency in math as measured by FSA.
Rationale	Data supports proficiency levels in math continue to decline.
Intended Outcome	To increase proficiency in math.
Point Person	Doleciea Hearn (doleciea.hearns@polk-fl.net)
Action Step	
Description	Principal and assistant principals will use FSA Math data to schedule level 1 and 2 students in additional intensive math classes. Additional support personnel (math interventionist, math coach) will be hired to aide intensive math classes. Class size of 12-15 students will be maintained for intensive math classes. Math interventionist, math coach and math teachers will use Imagine Math, small group and independent work to support student improvement. Learning targets identified by district math maps will be used. Data from 2017-2018 FSA will be analyzed by concept. This data will be compared to STAR data to monitor student progress.
Person Responsible	Doleciea Hearn (doleciea.hearns@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Math teachers, with the support of assistant principals, math coach and math interventionist, will analyze the progress monitoring data monthly. Professional Learning Community meetings will be used to analyze and adjust teaching to meet students' needs. Additional remediation sessions will be provided after school and the data will be used to assess success of the math plan.
Person Responsible	Doleciea Hearn (doleciea.hearns@polk-fl.net)
Activity #3	
Title	Increase academic performance levels for advanced students as measured by FSA.
Rationale	Data represents a decline in performance levels in reading and math of advanced students.
Intended Outcome	Increase academic performance levels for advanced students.
Point Person	Kathryn Blackburn (kathryn.blackburn@polk-fl.net)
Action Step	
Description	Teachers will use the early warning system to identify indicators that may be a cause for advanced students' decline.
Person Responsible	Rayna Kieffer (rayna.kieffer@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Teachers will monitor advanced students who: have more than four absences in a month, grades drop below a "C" in a month, have one or more discipline referrals in a month. Teachers will contact parents, hold parent conferences, offer after-school tutoring and will maintain support until the student has eliminated the indicators.
Person Responsible	Rayna Kieffer (rayna.kieffer@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.

1. School website- posted are: school mission and vision statements, activities calendar, parent success ideas, testing information.
2. School Newsletter- Paw Prints
3. Remind 101 system with New school telephone system
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 ninth grade- transitioning to high school, Jaguar Jams: what to expect when your child enters middle school, art shows, portfolio nights and preparing for testing.
8. Parent conference/calls and e-mails
9. Student agendas allow for continued parent communication.
10. Provide flexible meeting times for parents.
11. School Advisory Council, SAC, involves parents, staff, and community members/business partners in the school-wide decision making process.

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.

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.

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. County wide 5th grade transition to 6th grade night activity is designed to support students and parents understand middle school expectations.

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.

Struggling students receive intensive instruction in tested content areas. Coaches are assigned to reading and math. Coaches, teachers, and administration identify materials needed to support learning.

Title I, Part A

The Title I funds provide supplemental instructional resources for students with academic 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 through Title II funds. School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II – D funds.

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 are used to provide after school tutoring for all Core subjects.

Violence Prevention Programs

Title IV provides prevention programs in schools in order to promote a safe school environment.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start
N/A

Adult Education
SHMS houses a GED program.

Career and Technical Education
The eighth-grade guidance counselor meet with students to discuss career interests and provide planning sessions.

Job Training
N/A

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. Students are exposed to a variety of career possibilities through guest speakers. All eighth grade students participate in a WE3 Expo that supports student's choices for selection of programs offered in the high schools for additional career awareness.

Part V: Budget

Total:

\$0.00