

Polk County Public Schools

# Spook Hill Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Spook Hill Elementary School

321 DR JA WILTSHIRE AVE E, Lake Wales, FL 33853

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

### 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	65%

### School Grades History

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

### 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.

The mission of Spook Hill Elementary is to create a parent friendly school that ensures quality learning takes place by establishing a challenging, nurturing, and continually improving environment.

#### Provide the school's vision statement.

Our vision of Spook Hill Elementary students, staff, parents, and community is to create a learning environment where active participants inspire each student to reach his/her maximum potential.

### School Leadership Team

#### Membership

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

Name	Title
Quiroa, Maria	Assistant Principal
Roberts, Lydia	Teacher, K-12
Socorro, Vivian	Instructional Coach
Torres, Nydielis	School Counselor
Timmons, Chabre	Principal

#### Duties

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

**Principal: (Required Member)** The principal provides a common vision for the use of data-based decision –making and models the Problem Solving Process, supervises the development of a strong infrastructure for implementation of MTSS and ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures and participates in adequate professional learning to support MTSS implementation, develops a culture of expectation with the school staff for the implementation communicates with parents regarding school-based MTSS plans and activities.

**Assistant Principal:** Assists principal in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

**Selected General Education Teachers:** Attend district professional development offerings and communicate curriculum expectations regarding core instruction and assessment to colleagues, lead and participate in student data collection and delivery of Tier 1 instruction/intervention, collaborate with staff regarding implementation of Tier 2/3 interventions, and align instruction and materials to meet Tier 1, 2 and 3 support.

Reading/Math Coaches: Develop, lead, and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

Guidance Counselor: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students. Facilitate regularly scheduled MTSS meetings with academic teachers for the purpose of ongoing progress monitoring, facilitate documentation and tracking of tier 2/3 academic and behavioral interventions, communicate with child-serving community agencies and district level support to support the students' academic, emotional, behavioral, and social success.

## 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	21	28	21	17	18	0	0	0	0	0	0	0	105
One or more suspensions	0	4	11	8	9	9	0	0	0	0	0	0	0	41
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	26	41	0	0	0	0	0	0	0	84

#### 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	0	0	0	0	0	0	0	

#### 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	8	8	3	23	0	0	0	0	0	0	0	0	0	42
Retained Students: Previous Year(s)	0	0	0	1	1	2	0	0	0	0	0	0	0	4

#### Date this data was collected

Wednesday 8/1/2018

### 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	28	17	24	18	8	17	0	0	0	0	0	0	0	112
One or more suspensions	16	2	8	9	13	15	0	0	0	0	0	0	0	63
Course failure in ELA or Math	1	0	4	15	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	44	33	46	0	0	0	0	0	0	0	123

**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	3	0	3	18	14	16	0	0	0	0	0	0	0	54

### 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	28	17	24	18	8	17	0	0	0	0	0	0	0	112
One or more suspensions	16	2	8	9	13	15	0	0	0	0	0	0	0	63
Course failure in ELA or Math	1	0	4	15	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	44	33	46	0	0	0	0	0	0	0	123

**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	3	0	3	18	14	16	0	0	0	0	0	0	0	54

## 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 bottom 25% in ELA performed the lowest with 26% of the students making a learning gain. The bottom 25% in ELA has been the lowest performing over a three year span.

**Which data component showed the greatest decline from prior year?**

English Language Arts showed the greatest decline from 2017 to 2018. ELA proficiency and students in the bottom 25% declined by five percentage points.

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

The biggest gap when compared to the state average is ELA proficiency and students in the bottom 25% in ELA. The gap between the state average and Spook Hill is a 22% gap.

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

The greatest improvement was made in the mathematics learning gains component. Math learning gains had an increase of 24% from the previous year.

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

Four key actions are led to improvements in the area of mathematics.

1. Only district vetted sites were used for instruction.
2. The shift in planning for instruction. Planning became more focused and purposeful by analyzing the data for each standard based on the benchmark assessments, planning with the end in mind, breaking down the standards, and agreeing on common tasks and formative assessments.
3. Shifting small group to occur before whole group.
4. Monitoring for implementation and fidelity. Data was collected weekly using the IR tool in order to identify trends and guide conversations in planning. Grade level feedback was provided to the grade level based on the trends observed.

**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	34%	50%	56%	41%	48%	52%
ELA Learning Gains	39%	51%	55%	42%	49%	52%
ELA Lowest 25th Percentile	26%	45%	48%	31%	42%	46%
Math Achievement	46%	58%	62%	55%	54%	58%
Math Learning Gains	60%	56%	59%	46%	52%	58%
Math Lowest 25th Percentile	37%	44%	47%	36%	41%	46%
Science Achievement	55%	53%	55%	42%	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 (28)	21 (17)	28 (24)	21 (18)	17 (8)	18 (17)	105 (112)
One or more suspensions	0 (16)	4 (2)	11 (8)	8 (9)	9 (13)	9 (15)	41 (63)
Course failure in ELA or Math	0 (1)	0 (0)	0 (4)	0 (15)	0 (0)	0 (0)	0 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (44)	26 (33)	41 (46)	84 (123)

**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	33%	51%	-18%	57%	-24%
	2017	43%	53%	-10%	58%	-15%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	31%	48%	-17%	56%	-25%
	2017	47%	51%	-4%	56%	-9%
Same Grade Comparison		-16%				
Cohort Comparison		-12%				
05	2018	37%	50%	-13%	55%	-18%
	2017	30%	44%	-14%	53%	-23%
Same Grade Comparison		7%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	56%	-16%	62%	-22%
	2017	42%	58%	-16%	62%	-20%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	36%	57%	-21%	62%	-26%
	2017	44%	60%	-16%	64%	-20%
Same Grade Comparison		-8%				
Cohort Comparison		-6%				
05	2018	49%	56%	-7%	61%	-12%
	2017	36%	47%	-11%	57%	-21%
Same Grade Comparison		13%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	52%	51%	1%	55%	-3%
	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	20	19	10	25	33	19	8				
ELL	25	36	36	18	33	38					



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
BLK	19	30	24	40	56	46	45				
HSP	36	43	44	36	51	35	48				
WHT	46	42		59	67	27	67				
FRL	33	36	26	48	59	36	56				
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	13	29	28	13	5						
ELL	17	9		29	43		8				
BLK	27	27	10	38	33	25	35				
HSP	31	35	33	34	43	47	29				
WHT	50	53	37	48	32	20	50				
FRL	34	38	24	40	35	30	36				

### 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	
<b>Title</b>	ELA
<b>Rationale</b>	ELA proficiency decreases across grade levels from year to year.
<b>Intended Outcome</b>	The intended outcome is that ELA proficiency will increase across grade levels from year to year. ELA proficiency will increase to at least 40% for the 2018-2019 school year, ELA learning gains will increase to at least 45% and the bottom 25% in ELA will increase to at least 40%.
<b>Point Person</b>	Chabre Timmons (chabre.timmons@polk-fl.net)
Action Step	
<b>Description</b>	<p>Instructional framework.</p> <p>Collaborative planning expectations.</p> <p>Collaborative planning with instructional coaches funded by Title 1.</p> <p>Collaborative planning with a focus on task aligned to the standard and small group instruction.</p> <p>Classroom observations of lesson plan implementation and evidence of students meeting the standard. Coaching cycles to assist teachers in implementation of standards based instruction.</p> <p>Power Hour implementation with fidelity.</p> <p>Strategic resourcing of paraprofessionals and additional support staff to support students in the bottom quartile.</p> <p>Family engagement activities funded by Title 1 with an emphasis on providing parents with resources to work with students at home.</p> <p>iReady materials purchased with Title 1 funds for tutoring.</p>
<b>Person Responsible</b>	Vivian Socorro (vivian.socorro@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Implementation of lesson plan template.</p> <p>Implementation of ELA framework.</p> <p>Collaborative planning with minutes.</p> <p>Lesson plan checks.</p> <p>Classroom observations that focus on the alignment of the standard and implementation/ fidelity of the lesson plan.</p> <p>Student performance on aligned task to the standard.</p> <p>Student evidence on meeting the target of the task aligned to the standard.</p>
<b>Person Responsible</b>	Vivian Socorro (vivian.socorro@polk-fl.net)

Activity #2	
<b>Title</b>	Attendance
<b>Rationale</b>	Three hundred fifty students had attendance of 94% or less for the 2017-18 school year. One hundred one students received office referrals, 67 students had discipline referrals resulting in out of school suspension.
<b>Intended Outcome</b>	Attendance will increase across grade levels resulting in a decrease in a loss of instructional time.
<b>Point Person</b>	Chabre Timmons (chabre.timmons@polk-fl.net)
Action Step	
<b>Description</b>	<p>Title 1 will fund a behavior interventionist to assist teachers with strategies for addressing problem behaviors.</p> <p>Attendance contracts will be provided for all students.</p> <p>Attendance secretary will work closely with the social worker to monitor student attendance.</p> <p>Parent/family engagement night events will be held through the year and funded by Title 1.</p> <p>Professional development will be provided for teachers on addressing problem behaviors in the classroom.</p> <p>Classroom support will be provided by the behavior interventions and instructional coaches to address classroom management concerns.</p> <p>CHAMPS</p>
<b>Person Responsible</b>	Maria Quiroa (maria.quiroa@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Classroom management plan developed and implemented with fidelity.</p> <p>Review of attendance and disciplinary data individually with teachers.</p> <p>School wide data on attendance and discipline shared with stakeholders at least quarterly.</p>
<b>Person Responsible</b>	Maria Quiroa (maria.quiroa@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.**

See the attached PFEP document.

#### 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.**

Spook Hill employs a full time behavioral interventionist to provide behavioral support to teachers and students. Students in need of additional support are referred to the PBIS/MTSS team for an appropriate tier 2/3 intervention. Check-in/Check-out is one tier 2 strategy utilized throughout the school. With this strategy, staff members volunteer to mentor these students to provide stability and create positive relationships. Our guidance counselor also provides individual and group counseling sessions on an as needed basis. Additionally, mental health counseling is available to qualifying students.

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

At the onset of each new school year, pre-school teachers meet with each parent, tour the school, review the individual student's IEP, and review classroom expectations.

Spook Hill assists preschool children in transition from early childhood programs to elementary programs by hosting a kindergarten round-up each spring. At this time, parents and students are afforded the opportunity to visit active kindergarten classrooms, tour the school, complete registration information and ask questions.

Kindergarten teachers help their student's transition into Spook Hill Elementary by teaching lessons relating to rules, procedures and expectations. Parents are given materials to assist them in transitioning their child to kindergarten. As a method of evaluating the overall success of the transition from Preschool to Kindergarten, Kindergarten students are given the FLKRS test within the first 30 days of school to provide teachers, as well as other key personnel, valuable indicators of academic readiness and needs. PS/RTI strategies will be used to assist Kindergarten students who score low on the Florida Kindergarten Readiness Screener (FLKRS) and/or district assessments.

An open Orientation is held each August for all grade levels for the purpose of meeting new teachers, touring the school, receiving supply lists, buying necessary school uniforms, receiving information regarding bus transportation, and other relevant information.

In the spring, all fifth grade students are afforded an opportunity to meet with representatives from the two local middle schools to learn about their respective special programs and select course offerings. Additionally, all fifth grade students are invited to participate in the district-wide WE3 Expo in November of each year to learn about the special schools and programs offerings throughout the district.

**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.**

Part A --Title I, Part A funds school-wide services to Spook Hill Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic needs. Title I Part A, funds also support after-school, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for the parents.

Part C- Migrant--Migrant students enrolled in Spook Hill Elementary will be assisted by the school and by the District Migrant Education Program (MEP). They provide support to both students and parents in locating services necessary to ensure the academic success of these students.

Part D--These funds provide Transition Facilitators to assist students with transition from the Department of Juvenile Justice facilities back into their zoned school.

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 are used to purchase school agendas, supplies, etc.

Title III--Title III funds provide supplemental resources for English Language Learners and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title IX(Homeless)--The Hearth Program, funded through Title X, provides support for homeless students; this program and many activities implemented by the Hearth Program are carried out in cooperation with the Migrant Education Program funded through Title I, Part C.

Violence Prevention Programs--Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment.

Head Start--Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from Pre-K to kindergarten. Head Start Parents are invited to participate in workshops and activities provided by the school.

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

Not Applicable.

### Part V: Budget

Total:

\$0.00