

Polk County Public Schools

# James W. Sikes Elementary School



## 2018-19 Schoolwide Improvement Plan

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## James W. Sikes Elementary School

2727 SHEPHERD RD, Lakeland, FL 33811

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

### 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	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

### School Grades History

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

### 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 Sikes Elementary, with the support of the home and the community, is to provide the highest quality education for our students by creating a caring and challenging atmosphere that encourages life long learning.

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

In partnership with home and community, Sikes Elementary is committed to educating productive citizens of tomorrow.

### School Leadership Team

#### Membership

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

Name	Title
Chapman, Kerry	Principal
Burgess, Meggan	Teacher, ESE
Williams, Kirsten	Psychologist
Ewing, Dorothy	Assistant Principal
Marcano, Erica	Instructional Coach
Joiner, Kaitlin	Instructional Coach
Weaver, Melissa	School Counselor

#### Duties

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

Kerry Chapman, Principal: Provides a common vision for the use of data-based decision-making, 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 adequate professional development to support MTSS implement and communicates with parents regarding school-based MTSS plans and activities.

Dorothy Ewing, Assistant Principal: Provides information on school-wide discipline data, ensures that school-based team is implementing MTSS, participates in implementation of intervention support and documentation and ensures adequate professional development to support assessment of MTSS knowledge and skills of staff.

Melissa Weaver, Guidance Counselor: Supports Tier 1 school-wide initiatives; participates in the development and coordination of 2/3 behavior intervention programs. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavior and social success.

Meggan Burgess, ESE Facilitator: Coordinates and oversees ESE department and monitors compliance issues, participates in student data collection, supports teachers with strategies to use in tiered interventions; collaborates with general education teachers.

Kirsten Williams, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation of data-based decision making activities.

Kaitlin Joiner, ELA Coach: Supports teachers by modeling instruction, reviewing and analyzing data and leading collaborative planning sessions.

Erica Marciano, Math Coach: Supports teachers by modeling instruction, reviewing and analyzing data and leading collaborative planning sessions.

## 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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

#### 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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected

Thursday 7/12/2018

### 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	11	6	18	12	9	5	0	0	0	0	0	0	0	61	
One or more suspensions	1	1	2	3	4	2	0	0	0	0	0	0	0	13	
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	25	42	22	0	0	0	0	0	0	0	89	

**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	1	1	0	0	0	0	0	0	0	2	

### 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	11	6	18	12	9	5	0	0	0	0	0	0	0	61	
One or more suspensions	1	1	2	3	4	2	0	0	0	0	0	0	0	13	
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	25	42	22	0	0	0	0	0	0	0	89	

**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	1	1	0	0	0	0	0	0	0	2	

## 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?

Our Learning Gains for the Lowest Quartile data from the 2017-2018 FSA was the lowest performing area for our students.

Learning Gains for the Lowest Quartile for Reading dropped by 14 percent from 65% to 51%.

Learning Gains for the Lowest Quartile for Math dropped by 28 percent from 65% to 37%.

This is not a trend as this subgroup saw growth from the 15-16 school year with 9% increase for Reading and 34% increase for Math.

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

Along with the significant decline with performance of our Bottom Quartile students in Math, our math scores declined significantly in fourth grade. Grade level proficiency dropped from 75% to 56%. There were two changes with fourth grade teachers from the previous year as one teacher moved out of state and another moved to serve as our math coach.

In addition to academics, the number of office referrals for discipline concerns increased from the 2016-2017 school year. With a total of 224 referrals as compared to 139 in 2016-2017, that is an increase of 85 referrals. One student had 27 referrals and was recommended for expulsion due to severe aggressive behavior. He represented 12% of all referrals.

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

Our Math Lowest Quartile subgroup had the biggest gap between the school average of 37% and the state's average of 47%. This is a difference of 10%.

Our Math achievement scores were equal to the state's average at 62%. However both Learning Gains and Lowest Quartile averages for the school were below the state average.

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

Science data from the 2017-2018 FCAT assessment shows the biggest gains for our students. Achievement scores increased from 46% to 61%, an increase of 15%. This is not a trend as the scores dropped from 15-16 to the next year.

Reading achievement increased to 60%. This is the highest proficiency level for our school in the past 4 years. In particular, our third grade achievement increased by 10% from 55 to 65.

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

For Science, we believe restructuring our science lessons as well as incorporating hands on labs weekly helped to contribute to our increase in scores. Our fifth grade students have a dedicated science lab for all 5th grade classes to use. The teachers are working together to set up for labs and also spend time pulling non-fiction literature to use when teaching specific science concepts. Teachers also incorporated a spiral review weekly using district materials.

For Reading, we believe the support provided by our Reading Coach as well as teacher's increased knowledge of the Florida Standards helped contribute to the increase in proficiency. Third grade teachers created powerpoint lessons to use during core instruction. In these lessons, they focused on the taught standards as well as worded questions based on FSA question stems. We also held regularly scheduled Data Chats with teachers and all members of the Leadership Team to discuss individual students.

Improvement of AR implementation is also a contributing factor for improved Reading achievement. Goals were set by each grade level and students worked towards rewards. Individual students as well as classes were recognized for achieving goals. The Reading Coach supported teachers through the process and assisted with monitoring implementation. Our total points earned increased from 23,756 in 2016-2017 to 25,442 in 2017-2018. However, our average percent correct of 77% falls below the district average of 82%.

**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	60%	50%	56%	53%	48%	52%
ELA Learning Gains	57%	51%	55%	58%	49%	52%
ELA Lowest 25th Percentile	51%	45%	48%	56%	42%	46%
Math Achievement	62%	58%	62%	56%	54%	58%
Math Learning Gains	54%	56%	59%	48%	52%	58%
Math Lowest 25th Percentile	37%	44%	47%	31%	41%	46%
Science Achievement	61%	53%	55%	53%	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 (11)	0 (6)	0 (18)	0 (12)	0 (9)	0 (5)	0 (61)
One or more suspensions	0 (1)	0 (1)	0 (2)	0 (3)	0 (4)	0 (2)	0 (13)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (25)	0 (42)	0 (22)	0 (89)

### 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	64%	51%	13%	57%	7%
	2017	55%	53%	2%	58%	-3%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	50%	48%	2%	56%	-6%
	2017	61%	51%	10%	56%	5%
Same Grade Comparison		-11%				
Cohort Comparison		-5%				
05	2018	57%	50%	7%	55%	2%
	2017	50%	44%	6%	53%	-3%
Same Grade Comparison		7%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	56%	5%	62%	-1%
	2017	59%	58%	1%	62%	-3%
Same Grade Comparison		2%				
Cohort Comparison						



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	55%	57%	-2%	62%	-7%
	2017	72%	60%	12%	64%	8%
Same Grade Comparison		-17%				
Cohort Comparison		-4%				
05	2018	62%	56%	6%	61%	1%
	2017	53%	47%	6%	57%	-4%
Same Grade Comparison		9%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	51%	7%	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	22	24	33	31	38	30	31				
ELL	37	51	70	44	45	32	40				
BLK	46	39	25	50	55	42	43				
HSP	55	61	59	58	48	33	50				
MUL	85	80		60	50						
WHT	64	58	50	67	59	39	72				
FRL	54	57	57	56	51	40	58				
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	20	52	55	23	55	58	21				
ELL	25	42	67	38	71	85	15				
BLK	33	40	44	51	53	36	15				
HSP	48	54	56	58	66	63	43				
WHT	67	66	82	68	73	79	57				
FRL	44	50	57	54	68	60	34				

### 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** Student Behavior

**Rationale**

Student discipline referrals increased from 129 referrals during the 16-17 school year to 215 referrals during the 17-18 year. The number of students receiving referrals also increased from 60 students to 74 students. These students represented 14% of the total student population in 16-17 and 24% of the total student population in 17-18. In addition, there were eight students with more than five referrals for the year. One student was recommended for expulsion due to serious behavior concerns.

**Intended Outcome**

If PBIS is implemented with fidelity school wide (K-5), we will decrease our discipline referral rate by 10% during the 2018-2019 school year.

**Point Person**

Dorothy Ewing (dorothy.ewing@polk-fl.net)

##### Action Step

**Description**

- \*With district support, we will re-evaluate our school wide PBIS program. A committee consisting of the Principal, Dean and various teachers will attend professional development to review and edit our school wide plan. This committee will present the plan and expectations to all staff during pre-planning week.
- \*The PBIS committee will meet monthly to review and analyze data to include the number of referrals written and percent of students earning monthly PBIS rewards.
- \* The Dean and Guidance Counselor will collaborate to develop Tier 2 supports for students with behavioral concerns. The Dean and Guidance Counselor will support classroom teachers through the MTSS-B process to implement appropriate strategies and methods of documentation.
- \* PBIS committee will develop social skills lesson plans for K-5 that will be taught by classroom teachers weekly.
- \* Through Title 1 funding, our school will participate in the One School, One Book initiative to increase parent involvement and also teach positive social skills through the book selection.

**Person**

**Responsible** [no one identified]

##### Plan to Monitor Effectiveness

**Description**

The committee will monitor PBIS implementation through reviewing data for student referrals and percent of students earning monthly PBIS rewards. Data will be collected during classroom observations by administration and resources such as coaching with classroom management will be provided by instructional coaches and/or school dean. Discipline data will be reviewed monthly by administration.

**Person**

**Responsible** Dorothy Ewing (dorothy.ewing@polk-fl.net)

Activity #2	
<b>Title</b>	Student Achievement
<b>Rationale</b>	<p>Overall student achievement in English/Language Arts has steadily increased during the last three years starting at 53% to 56% and 60% proficient for the 2017-2018 school year. Math has also improved from 56% to 63% with a slight decrease of 1% from last year to 62%.</p> <p>Although, increases have been made in overall proficiency, we have seen a decline with our lowest quartile students as well as overall learning gains.</p>
<b>Intended Outcome</b>	If support is given to teachers through coaching cycles and collaborative planning and struggling students are identified and provided consistent, targeted interventions, our overall proficiency levels in Reading and Math will increase by 3%. Our Learning Gains subgroups will also increase by 5% as reflected on the 2019 spring FSA tests.
<b>Point Person</b>	Kerry Chapman (kerry.chapman@polk-fl.net)
Action Step	
<b>Description</b>	<p>* An Instructional Leadership Team consisting of Administration, Coaches and Teachers will attend three days of LSI training during the year. Information learned will be implemented and shared out with staff.</p> <p>*Instructional Coaches will attend weekly planning sessions with teachers to provide resources and ensure lessons and tasks are related to the standard and the depth of knowledge.</p> <p>*Teachers will attend two curriculum planning days with Instructional Coaches during the year to develop units of study. Substitutes will be provided through Title 1 funding.</p> <p>*Instructional Coaches will provide professional development in regards to student engagement.</p> <p>*Administration and Coaches will analyze data with teachers to adjust instruction, provide supports and/or resources.</p> <p>*Support staff will be scheduled to assist students in the classroom during small group instruction time.</p> <p>*After school tutoring will be provided for identified students in the fall. Students will use Florida Ready materials for reading and math.</p> <p>*Title 1 funding will be used to purchase additional technology for classrooms, specifically, third grade inclusion.</p>
<b>Person Responsible</b>	Kerry Chapman (kerry.chapman@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Administration will monitor effectiveness through regular classroom observations and providing teachers feedback. Administration will work closely with Instructional Coaches to tier teacher support based on level of experience and observational data. Administration will also work closely with the Coaches to review student data and make necessary changes to support students.
<b>Person Responsible</b>	Kerry Chapman (kerry.chapman@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.**

There are many opportunities for parents to become involved in their child's education at Sikes. In addition to parent-teacher conferences, we encourage parents to become approved volunteers and assist teachers in the classroom or help with a project at home. We also host different parent involvement opportunities during the school year. These include a before school Orientation, Open House, Science Fair Night, Fall Festival, musical performances and Curriculum Nights. Our Parent Teacher Organization (PTO) actively recruits parents to help with events such as fundraisers and our school wide Fun Day at the end of the year.

#### **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.**

The social-emotional needs of students are a priority at Sikes. In addition to leading our MTSS team, our Guidance Counselor also provides several supports for our students. She is the Hearth Liaison, ESOL Coordinator and DCF contact for our school. She also coordinates the Kids Pack meal program with a local agency in our community to help feed needy students over the weekends and school breaks. Our Guidance Counselor also attends parent-teacher conferences and provides information to parents regarding different social services available. She will meet with individual students or in small groups to address social skills.

We are implementing a Tier 2 intervention for behavior with our 4th and 5th grade classes through the music program Drumbeats. This 10 week program will be implemented through the support of district staff and monitored based on feedback from students, teachers, PBS data and discipline data.

Our school also has a "Giving Pantry" that consists of donated items that can be given to our students. The pantry contains hygiene items and non perishable food items.

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

The district provides VPK at specific schools throughout our county. At Sikes, we have two ESE PreK classrooms. During the month of April, Kindergarten enrollment begins. Parents and students are invited to a special night when they can visit classrooms, enroll students, ask questions and walk around campus.

In the spring, math and science teachers from Mulberry Middle School visit Sikes and team teach with our fifth grade teachers. Our fifth grade students also take a field trip to the middle school to tour the campus and attend an information session at night with their parents.

Our ESE Facilitator leads transition meetings for our fifth grade ESE students with the middle school guidance counselors. These meetings are held with parents to discuss the transition of services 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.**

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- \*Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks.

- \*Assist teachers to design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

- \*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- \*Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

- \*Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans, and make recommendation for implementation of new programs.

Title 1 funding supports the needs of our students through personnel such as as our Instructional Coaches who work directly with teachers to improve instruction. Teachers are provided two curriculum planning days each year where substitutes are provided through Title 1 funds to collaborate with their teams and coaches to prepare units of instructions. Classroom instructional materials and technology are also purchased to use in classrooms directly with students.

Title 1 money is also used to send teachers to professional development such as the LSI conference during the summer. Funding also provides money for our after school tutoring sessions for struggling students.

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

NA