

Polk County Public Schools

Sleepy Hill Elementary School



2018-19 Schoolwide Improvement Plan

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Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

[http:// schools.polk-fl.net/shes](http://schools.polk-fl.net/shes)

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	72%

School Grades History

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

As Explorers at Sleepy Hill Elementary, we will implement district curriculum to prepare all students to be full participants in the global community of the future. We will show respect, display healthy attitudes, explore responsibly, and always put safety first.

Provide the school's vision statement.

At Sleepy Hill Elementary, it is our vision that a rigorous, relevant curriculum, enhanced by technology that will assure our students achieve skills necessary to succeed academically and become life-long learners. Consistent integration of technology throughout the academic day will promote our students to become self guided explorers of the vast amounts of information available at their fingertips. We will unite parents, faculty and community members to establish an atmosphere of mutual acceptance, ongoing interest in high levels of academic achievement, and a sense of community for all. The realization of this vision will allow our learning community to interface with technology for a more fulfilling exploration of their global world.

School Leadership Team

Membership

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

Name	Title
Deal, Gregory	Principal
Kulcher, Lyndsy	Assistant Principal
Norquist, Brenda	Instructional Coach
VanBibber, Susan	Instructional Coach
Rudd, Lori	Instructional Coach
Williams, Nena	Instructional Coach
Cress, Tammy	School Counselor
Walton, Melissa	Psychologist
Kornbrust, Kathleen	School Counselor
Kelley, Bobbi	Instructional Media

Duties

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

The School leadership team members at Sleepy Hill Elementary serve the primary purpose of leading and supporting professional learning by:

- Adopting school goals and selecting strategies to achieve them;
- Understanding student data and using data to set school goals;
- Monitoring implementation of school action plans and progress toward goals;
- Establishing learning teams and guiding the teams' focus;
- Recommending priorities for structuring and scheduling professional learning;

- Keeping staff focused on improving student performance;
- Evaluating potential initiatives and opportunities.

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	32	18	24	29	22	24	0	0	0	0	0	0	0	149
One or more suspensions	3	6	5	15	16	4	0	0	0	0	0	0	0	49
Course failure in ELA or Math	8	4	3	26	2	10	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	43	30	46	0	0	0	0	0	0	0	119

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	3	4	7	2	0	0	0	0	0	0	0	18

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	1	0	0	29	0	0	0	0	0	0	0	0	0	30
Retained Students: Previous Year(s)	4	3	9	2	19	21	0	0	0	0	0	0	0	58

Date this data was collected

Thursday 7/19/2018

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	18	16	20	17	14	16	0	0	0	0	0	0	0	101
One or more suspensions	9	3	9	8	1	8	0	0	0	0	0	0	0	38
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	26	34	43	0	0	0	0	0	0	0	103

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	5	1	4	2	5	8	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	18	16	20	17	14	16	0	0	0	0	0	0	0	101
One or more suspensions	9	3	9	8	1	8	0	0	0	0	0	0	0	38
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	26	34	43	0	0	0	0	0	0	0	103

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	5	1	4	2	5	8	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?

Overall ELA and 5th grade science was at 39% proficiency. This does not appear to be a trend.

Which data component showed the greatest decline from prior year?

5th grade science decreased from 66% to 39% proficient.

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

Overall ELA (39%) had the biggest gap when compared to the state average of 56% proficient of -17%.

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

ELA learning gains showed the most improvement from 44% to 48%. It was a focus this year to improve learning gains in ELA, so hopefully this is the start of a trend.

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

An emphasis was placed on evaluating STAR and iStation data on a regular basis through PLC discussions and MTSS meetings to guide small group instruction.

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	39%	50%	56%	44%	48%	52%
ELA Learning Gains	48%	51%	55%	59%	49%	52%
ELA Lowest 25th Percentile	48%	45%	48%	49%	42%	46%
Math Achievement	59%	58%	62%	56%	54%	58%
Math Learning Gains	71%	56%	59%	61%	52%	58%
Math Lowest 25th Percentile	53%	44%	47%	46%	41%	46%
Science Achievement	39%	53%	55%	44%	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	32 (18)	18 (16)	24 (20)	29 (17)	22 (14)	24 (16)	149 (101)
One or more suspensions	3 (9)	6 (3)	5 (9)	15 (8)	16 (1)	4 (8)	49 (38)
Course failure in ELA or Math	8 (0)	4 (0)	3 (0)	26 (0)	2 (0)	10 (0)	53 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	43 (26)	30 (34)	46 (43)	119 (103)

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	40%	51%	-11%	57%	-17%
	2017	52%	53%	-1%	58%	-6%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	37%	48%	-11%	56%	-19%
	2017	37%	51%	-14%	56%	-19%
Same Grade Comparison		0%				
Cohort Comparison		-15%				
05	2018	33%	50%	-17%	55%	-22%
	2017	45%	44%	1%	53%	-8%
Same Grade Comparison		-12%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	56%	-13%	62%	-19%
	2017	62%	58%	4%	62%	0%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2018	63%	57%	6%	62%	1%
	2017	58%	60%	-2%	64%	-6%
Same Grade Comparison		5%				
Cohort Comparison		1%				
05	2018	64%	56%	8%	61%	3%
	2017	74%	47%	27%	57%	17%
Same Grade Comparison		-10%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	37%	51%	-14%	55%	-18%
	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	23	47	47	40	58	39	29				
ELL	22	38	50	52	65	40	12				
BLK	36	53	47	41	56	50	41				
HSP	35	43	44	59	68	50	29				
MUL	27			82							
WHT	47	48	50	69	81	64	52				
FRL	38	47	51	58	70	56	38				
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	4	44	64	38	71	70					
ELL	37	29	55	63	76	70	46				
BLK	30	53	57	49	75	64	50				
HSP	49	43	62	71	78	64	63				
MUL	60			80							
WHT	52	40	33	72	77	60	76				
FRL	43	46	46	65	74	62	64				

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	Reading/Language Arts
Rationale	One of our largest decreases in proficiency was from 46% to 39% ELA proficiency. It is also 17% points below the state average.
Intended Outcome	Increase ELA proficiency from 39% to 50% and continue to improve ELA learning gains.
Point Person	Gregory Deal (gregory.deal@polk-fl.net)

Action Step

Description	Classroom teachers will be given support from the school and district reading coaches. Student instructional support will be given on a regular basis from the reading interventionist. Teachers will plan together for effective instruction, including Tier 2 and 3, using the district curriculum maps and state standards. Administration will regularly monitor instruction and recommend the coaching cycle for teachers who are at risk for minimal learning gains. Resources to be used include tutoring, Scholastic readers, media center books, coaches and interventionists, and field trips.
Person Responsible	Susan VanBibber (susan.vanbibber@polk-fl.net)

Plan to Monitor Effectiveness

Description	Initially, FSA data will be used to group instruction and meet specific areas of weakness. As STAR and iStation assessment data become available, it will be monitored monthly and used to plan small groups for Tier 2 and 3 instruction.
Person Responsible	Susan VanBibber (susan.vanbibber@polk-fl.net)

Activity #2	
Title	Science
Rationale	One of our largest decreases in proficiency was from 66% to 39% science proficiency among 5th grade. It is also 16% points below the state average.
Intended Outcome	Increase ELA proficiency from 39% to 66%, restoring the previous year's success rate and exceeding the state average for 5th grade science proficiency.
Point Person	Gregory Deal (gregory.deal@polk-fl.net)
Action Step	
Description	Classroom teachers will be given support from the school and district science coaches. Student instructional support will be given on a regular basis from the math interventionist and district science coach. Teachers will plan together for effective instruction, using the district curriculum maps and state standards throughout grades K-5. Administration will regularly monitor instruction and recommend the coaching cycle for teachers who are at risk for minimal proficiency. Resources to be used include tutoring, Scholastic readers, media center books, coaches and interventionists, and field trips.
Person Responsible	Nena Williams (nena.williams@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Initially, FSA data for 5th grade will be used to group instruction and meet assess specific areas of weakness in instruction. As science gut check assessment data becomes available, it will be monitored monthly and used to plan small groups for Tier 2 and 3 instruction.
Person Responsible	Nena Williams (nena.williams@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.

We will create a welcoming school climate through positive interactions with families and high visibility of administration. During family involvement events, we will provide families information related to child development and creating supportive learning environments. Effective school-to-home and home-to-school communication is established through avenues such as Class DoJo, Facebook, the school web page, phone calls and conferences, and more. We will work to strengthen families' knowledge and skills to support and extend their children's learning at home and in the community. Through the School Advisory Council and volunteer recruitment, we will engage families in school planning, leadership and meaningful volunteer opportunities.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive

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

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

On site we have a school psychologist and a guidance counselor. In addition, we also have a social worker that specializes in bullying. These individuals, along with the administrative team mentor students throughout the school year. The guidance counselor also works with specific students on social skills and provides counseling with designated students. This year, our guidance counselor provides coaching to the teachers on how to establish and implement the Tier 1 behavior initiatives. The leadership team also monitors and problem solves routines and procedures to ensure we have a safe and orderly learning environment. The district also provides mental health counseling and assistance with behavior analysts as needed.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):

- Champs
- PBIS
- Mentoring Programs
- Action Based Learning

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

The guidance counselor from the middle schools meet with fifth grade students and parents each spring. During these meetings, parents and students can ask questions about the educational programs offered at the middle school. Students may register for their courses at this time.

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.

All instruction and resources are designed to support the teaching of the Florida Standards. The district has created learning maps that outline a pathway in which to teach the standards. Collaborative planning in both reading and math is conducted by the instructional coach weekly during which teachers plan using the curriculum maps and instructional resources. All resources must align with the Florida Standards. A process of collegial inquiry is used to determine what additional resources may be used, other than the ones provided by the district.

Additional resources can be purchased with Title I funds and are inventoried by the Title I facilitator to ensure resources are properly accounted for throughout the school.

The Parent Involvement Resource Center (PIRC) is onsite to provide parents a place to seek homework assistance for their child, check out resources, and learn strategies to support reading at home.

Title II funds will be used to provide a differentiation training to teachers. This PD will be beneficial to teachers since Tier 2 and Tier 3 instruction has been identified as a barrier.

Tutoring will be provided for our ESOL students using Title III funds. This tutoring opportunity provides the students an extended school day to work toward mastery of the standards.

ESE services are provided in a variety of settings including, self-contained, resource services, and inclusive services. The least restrictive environment is identified through the IEP process. ESE services are provided primarily by the classroom teachers through differentiation to meet the needs and goals as identified on their IEP. Funds are available for the ESE department if additional resources are needed.

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

Sleepy Hill Elementary participates in the WE3 Expo which is in support of the Workforce Education program in the district. Fifth grade students participate in the exposition so they can become aware of the academic programs offered by the district which will prepare them to become college and/or career ready.

Part V: Budget

Total:

\$0.00