

Polk County Public Schools

Spessard L Holland Elementary



2018-19 Schoolwide Improvement Plan

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Spessard L Holland Elementary

2342 EF GRIFFIN RD, Bartow, FL 33830

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

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	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

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 Spessard L. Holland Elementary is to provide high quality education for all students in an environment where students are eager to learn, willing to serve, and preparing to lead.

Provide the school's vision statement.

The vision of Spessard L. Holland is that every student will achieve at his or her maximum potential in engaging learning environments in preparation for the next grade level.

School Leadership Team

Membership

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

Name	Title
Butler, Melody	Principal
Jeske, Ross	Assistant Principal
Buchanan, Melanie	Other
Koon, Mary Ann	School Counselor
Willis, Kacy	Instructional Coach
Hilgenberg, Craig	Instructional Coach

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 roles and responsibilities include:

- *Monitoring student progress and teacher growth.
- *Data analysis with use of the data to adjust groups and make decisions.
- *Mentoring new teachers for growth and retention.
- *Planning, leading, and supporting professional learning.
- *Monitoring conditions for learning in classroom.
- *Collaborating with grade level teams and vertical teams on standards based instruction.
- *Ensuring quality core instruction to the depth of standards.
- *Alignment of strategies and activities with appropriate depths of knowledge.
- *Monitoring the implementation of the SIP.
- *Maintaining focus on student achievement.
- *Making decisions based on needs with appropriate resources in place.
- *Building relationships through communication, mentoring and the shared ownership of student achievement.
- *Monitoring cognitively complex tasks in classrooms.
- *Using the adult coaching model to build capacity in teachers.

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	16	11	13	8	13	25	0	0	0	0	0	0	0	86
One or more suspensions	3	1	3	3	6	9	0	0	0	0	0	0	0	25
Course failure in ELA or Math	10	13	15	26	6	2	0	0	0	0	0	0	0	72
Level 1 on statewide assessment	0	0	0	9	53	33	0	0	0	0	0	0	0	95

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	3	4	5	2	1	0	0	0	0	0	0	20

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	3	0	1	4	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	4	2	0	8	0	0	0	0	0	0	0	0	0	14

Date this data was collected

Tuesday 7/24/2018

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	13	12	5	15	15	16	0	0	0	0	0	0	0	76
One or more suspensions	3	3	6	4	7	9	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	0	6	3	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	27	31	32	0	0	0	0	0	0	0	90

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	4	15	17	20	0	0	0	0	0	0	56

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	13	12	5	15	15	16	0	0	0	0	0	0	0	76
One or more suspensions	3	3	6	4	7	9	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	0	6	3	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	27	31	32	0	0	0	0	0	0	0	90

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	4	15	17	20	0	0	0	0	0	0	0	56

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 math lowest 25% performed the lowest with 36% learning gains. This is not a trend because in 2016-2017 the lowest performing component was in ELA with math being the lowest in 2017 - 2018. Moving the lowest 25% is a trend, but the subject of reading or math has varied from year to year.

Which data component showed the greatest decline from prior year?

The greatest decline from the prior year was the math learning gains with a drop of 19% points. Math learning gains were 64% in 2017 and dropped to 45% in 2018.

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

In comparing Spessard L. Holland to the state average, the data component with the biggest gap compared to the state average is math learning gains. SLHE had 45% math learning gains with the state having 59%. This is a 14% difference and the biggest gap.

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

The ELA lowest 25% demonstrated the most improvement from the previous school year. Increasing the lowest 25% is a trend, but not in ELA. Last school year the math 25% was the greatest increase.

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

Increased use of data analysis to adjust student groups and instruction, focus and goal setting with media circulation, focus and goal setting on the daily amount of time that children were reading, STAR data used for small group instruction and differentiation, collaboratively planning, use of aligned district aligned curriculum maps, and MTSS with interventions, all impacted the results positively.

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%	57%	48%	52%
ELA Learning Gains	49%	51%	55%	44%	49%	52%
ELA Lowest 25th Percentile	42%	45%	48%	33%	42%	46%
Math Achievement	66%	58%	62%	64%	54%	58%
Math Learning Gains	45%	56%	59%	42%	52%	58%
Math Lowest 25th Percentile	36%	44%	47%	34%	41%	46%
Science Achievement	60%	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	16 (13)	11 (12)	13 (5)	8 (15)	13 (15)	25 (16)	86 (76)
One or more suspensions	3 (3)	1 (3)	3 (6)	3 (4)	6 (7)	9 (9)	25 (32)
Course failure in ELA or Math	10 (0)	13 (0)	15 (6)	26 (3)	6 (0)	2 (0)	72 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (27)	53 (31)	33 (32)	95 (90)

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	79%	51%	28%	57%	22%
	2017	67%	53%	14%	58%	9%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	39%	48%	-9%	56%	-17%
	2017	63%	51%	12%	56%	7%
Same Grade Comparison		-24%				
Cohort Comparison		-28%				
05	2018	61%	50%	11%	55%	6%
	2017	61%	44%	17%	53%	8%
Same Grade Comparison		0%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	81%	56%	25%	62%	19%
	2017	68%	58%	10%	62%	6%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	53%	57%	-4%	62%	-9%
	2017	72%	60%	12%	64%	8%
Same Grade Comparison		-19%				
Cohort Comparison		-15%				
05	2018	61%	56%	5%	61%	0%
	2017	64%	47%	17%	57%	7%
Same Grade Comparison		-3%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	51%	8%	55%	4%
	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	26	18	19	37	31	29	35				
ELL	35	36		71	64						
BLK	54	40	24	46	35	24	40				
HSP	54	46	60	68	43	38	64				
MUL	64			55							
WHT	63	50	41	72	48	39	63				
FRL	55	52	44	59	45	41	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	28	16	17	30	45	42	21				
ELL	42	43	50	48	67	60	20				
BLK	51	49	40	57	51	46	39				
HSP	61	50	38	61	66	53	42				
WHT	70	60	23	76	65	44	71				
FRL	58	55	37	57	55	47	38				

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	Improve core instruction
Rationale	By improving core instruction proficiency and learning gains with student achievement will increase.
Intended Outcome	The intended outcome is to improve proficiency and learning gains on FSA ELA and Math with benchmark testing increases and gains tracked on STAR reading and math assessments throughout the school year.
Point Person	Melody Butler (melody.butler@polk-fl.net)

Action Step	
Description	<p>Discussion during planning of the depth of standard combined with data specific to the needs of the students to increase student learning.</p> <p>Alignment of standards with appropriate tasks based on data of the specific needs of students during small groups, station and individual assignments.</p> <p>Using analysis of student work samples with rubrics to ensure rigor across grade levels with reading, writing, and math.</p> <p>Differentiation in small groups using formative assessments and STAR data from benchmark assessments in reading and math to target the skills and standards needing remediation for mastery.</p> <p>Using formative assessment data to make instructional decisions when setting targets for students.</p> <p>identifying critical content with students interacting with the content with appropriate cognitive complexity.</p> <p>Planning opportunities for teams for student examination of similarities and differences with content, to practice skills in the content, and process the content.</p> <p>Coaches hired with Title One funds will guide planning with decision making, problem solving, experimentation, investigating, and analyzing errors.</p> <p>Staff development with book studies will implemented with PLC groups with books purchased by Title One.</p> <p>Class supplies purchased with Title One Funds along with Scholastic News, Weekly Reader and Time for Kids will used in small in groups with comprehension and writing to text.</p> <p>Laptops for PD will be purchased with Title One Funds for PLC work.</p>
Person Responsible	Craig Hilgenberg (craig.hilgenberg@polk-fl.net)

Plan to Monitor Effectiveness	
Description	<p>Coach visits to classroom with feedback using the adult coaching cycle with teachers.</p> <p>Coaches giving non-evaluative feedback to the leadership team on the fidelity of the core instruction action plan.</p> <p>Administrative team walk through schedules with feedback on the conditions for learning with core instruction.</p> <p>Data chats with individual teachers quarterly with teachers presenting and owning their STAR reading and math data with goal setting for the individual students with specific benchmark targets for the assessment window .</p>
Person Responsible	Melody Butler (melody.butler@polk-fl.net)

Activity #2

Title Improving the learning conditions

Rationale Improving the conditions for learning will ensure communication of high expectations for students, the continuation of effective relationships with students, parents, and stakeholders, and identify standards of attendance and parent involvement that will increase student engagement and achievement.

Intended Outcome The intended outcome is to strengthen relationships, improve the learning environment, and develop trust with between school and home. This will be measured by climate surveys, social media data, attendance sheets at school events, improved student attendance, and student attitude surveys. By improving the learning environment, students will be in school, be cognitive engaged, and activity in school events with an intended outcome of learning gains on the FSA, district assessments, summative, and formative school assessments.

Point Person Ross Jeske (ross.jeske@polk-fl.net)

Action Step

Parent communication will take place daily on Class DoJo, in the student agendas, in the Tuesday homework folders, and by emails with the use of Title One funds to purchase the agendas and Tuesday folders. The PBIS team will continue the implementation of the school-wide expectations and use of the MTSS process to monitor and put behavior interventions in place. Consistency in the language used with the expectations and with communication to parents ensure fidelity with monitoring the behavioral data. The goal is to continue the trend in reducing discipline referral and the number of days students with disabilities are suspended.

Description Title One funds will be used to provide parent engagement activities such Donuts for Dad, Muffins for Mom, Portfolio Review night, Science Night, newsletters, and other printed to communicate with parents. Funds will be used to provide refreshments for parent events in an effort to provide a family friendly, non-threatening environment for face to face conferencing, celebrations, and learning. Title One funds will be used purchase supplies, die cut patterns, LightSpeed, laser printer, and laptop carts to be used during parent involvement functions on campus. A digital camera with Title One funds will be used to capture the moments at the events to promote celebrations of children and families on social media.

Technology in the classroom and family engagement nights will used to educator and to provide a tool for families to engage in meaningful tasks. Tools such as laptops, iPads, cases, and cart will be purchased with Title One funds.

To increase student attendance with more students in being in attendance 95% or more of the time, incentives will be in place. All students with perfect attendance will be entered in a drawing. To develop a mindset shift with daily school attendance, all students who are present the first, 10, 20, and 30 days will be give an arm bracelet with the benchmark of perfect attendance on it. Continue recognition will take place with a "Shaving Cream War with the faculty and staff for all who have five or fewer absences.

Person Responsible Kacy Willis (kacy.willis@polk-fl.net)

Plan to Monitor Effectiveness

Description	The Early Warning System will be used to monitor attendance. The leadership team will use the data to plan interventions for those with signs of an early attendance problem. Discipline reports will be reviewed monthly with an action for teacher an or student with MTSS if concerns are noted. Parent sign in sheets, comments on Class Dojo, in agenda, and on surveys will be reviewed to monitor effectiveness.
Person Responsible	Ross Jeske (ross.jeske@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.

Spessard L. Holland works at building positive relationships with families using the following methods:

1. Daily communication in students' agendas
2. Bi-monthly PTA meetings
3. Back to School and Parent Orientation Nights
4. School Messenger Phone Calls are used to communicate important events
5. Parent and School Messenger are sent to communicate important events
6. Parent/Teacher Conferences
7. Open Door policy throughout the campus
8. Volunteer orientation, training, and implementation program
9. Chorus, Gator News Network, Robotics, Tivits, Bricks for Kids club and Red Ribbon Run with parent participation, Pride team
10. Family Literacy Nights
11. Parent workshops on bullying, Florida State Standards Assessments, how to help students with homework, writing night, science night, Accelerated Reader, Reflex, and online resources for parents
12. The school website highlights the mission, vision, and school events.
13. The school brochure communicates specific information on the school.
14. Social media with Twitter, Facebook, and Class Dojo
15. Parent Compact

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.

Guidance services are provided by a certified guidance counselor housed on campus. Lessons on conflict resolution, social skills, and bullying take place. Guidance sets up social skills groups, anger management classes, and assists when teaching of anti bullying lessons take place. Specific needs such as grief counseling, divorce, and suicide are dealt with on a case by case basis. A threat assessment is given when students demonstrate an indication of harm to self or others. the Harmony social emotional program will be implemented with K-5 students. In addition fourth and fifth grade students are provided health classes each spring by a nurse with lessons pertaining to social-emotional health. Internet safety

classes are also provided annually. Resources are available for parents who need or request them. Parent workshops and literature on bullying are given annually by school and district personnel. At-risk boys in fifth grade participate in the Men to Read mentor program. Mental health counseling is provided by a highly qualified therapist. Regularly scheduled sessions take place weekly and with documentation. DrumBeat, a program with a mix of at-risk and high achieving fourth graders who collaborate weekly playing the drums in and effort to support the social emotional needs of the at-risk children. Mental health services are provided for students with supports in place on a 504 Plan or an Individual Education Plan (IEP). Harmony the mental health component implementation in K-5 classrooms.

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

Spessard L. Holland Elementary has two Pre-K units providing early education on campus with special family events in preparation for the Kindergarten transition. Pre-K students and families are invited to participate in media nights, chorus events, PTA events, and all open house events. Kindergarten Roundup is offered in the spring for all incoming kindergarten students and parents. Packets of information, a tour of the campus, and presentations by the principal and teachers take place to orient the families. Articulation meetings take place throughout the year for students with special needs when transitioning to middle school level. Middle school guidance counselors and band directors visit the school in the spring sharing informational packets with students on the core curriculum and electives. The middle school band comes to the school for a concert to acclimate students regarding the opportunities in music at the middle school level. Information on sporting events are shared by teachers to build connections as the students transition. Mentoring of at risks outgoing students will take place with the local middle in an effort to ease the transition.

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 leadership team meets weekly to align all available resources, (personnel, instruction, curricular) by district allocated FTE funds, Title One funds, Title II funds, and district supports to maximize student outcomes using the following:

- Coaching support in ELA & Math funded by Title One
- Reading Wonders core curriculum with formative assessments
- Star Early Literacy and STAR baseline and ongoing assessments by district supports
- Hearth support and resources by district supports
- Homeless Student Advocates funded by the district
- School Psychologist support funded by the district
- FSA and ACCESS assessments
- Accelerated Reader ZPD reading and comprehension by district supports
- District Writing assessments
- Science lab materials and consumables for 5E lessons by district support
- Inquiry based activities in math and science by district support
- Extended after school tutoring with highly qualified teachers funded by Title II
- Digital tools, technical support, training, and licensed software program support through the district School Technology Services (STS)
- ESE inclusion and self-contained teachers
- ESOL para professional by district supports
- Go Math as a resource by district supports
- STEMScopes science materials
- Social Studies readers with written response guides

- Field Trips paid for with Title One Funding
- Lexiled Readers paid for with Title One Funding
- Staff Development Conferences supporting content and LSI
- Additional planning time for teachers outside of contract hours funded by Title I
- Mental Health Therapist funded by ESE
- Dean of discipline by district supports

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

All classrooms have a sign posted stating, "Serving the Class of" with the high school graduation date to encourage readiness for college or career. Spessard L. Holland Elementary participates in the Great American Teach-In and Take Your Child to Work Day giving the students opportunities to use speaking and listening skills sharing experiences. Middle school and high school students from local schools are given the opportunity to shadow teachers and administrators as they prepare for college and career. Throughout the year, visitors such as dental hygienists, firefighters and police officers are visible on campus sharing information with students on their specific careers. Polk State College brings the baseball team annually to the school to read to students and to talk about the importance of elementary school in preparing for college. The local police department partners with the Triple A safety patrol program. The local fire department comes during Fire Safety Week with presentations to students in K - 2. Students in fifth grade attend the WE3 Expo where they become acquainted with the academies at local middle and high schools. A new annual tradition of inviting past elementary students who are in the process of graduate will take place in May to celebrate and encourage current elementary students to aspire to graduate.

Part V: Budget

Total:	\$0.00
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