

Polk County Public Schools

Spook Hill Elementary School



2019-20 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>

Demographics

Principal: Michelle Browning

Start Date for this Principal: 6/20/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: C (42%) 2016-17: D (37%) 2015-16: C (42%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">65%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	D	C

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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	Job Duties and Responsibilities
Quiroa, Maria	Assistant Principal	<p>Assists principal in providing a common vision for the use of data-based decision making.</p> <p>Assists in the development of a strong infrastructure of resources for the implementation of MTSS. Assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents.</p>
Timmons, Chabre	Principal	<p>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.</p>
Johnson , Theresa	Other	<p>School Behavior interventionist is providing strategies for teachers to implement with students. PBIS school based coordinator. MTSS Behavior Tier 1, 2 and 3. Data analysis is school based discipline procedures. Monitoring and support teachers with PBIS implementation. Monitor and model correct CHAMPS behaviors and Interventions. Respond to Classroom Misbehaviors.</p>
Palmer, Heather	Instructional Coach	<p>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.</p>
Schmitt, Courtney	Instructional Coach	<p>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</p>

Name	Title	Job Duties and Responsibilities
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professional development, and provides support for assessment and implementation monitoring.

Williams , Nicole	School 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.
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Other
LEA Facilitator is responsible for complying with the IDEA on a school level. Ensures that the IEP team complies with the procedural components of the IDEA, as well as ensuring that the student substantively receives a free, appropriate public education. The LEA is an integral member of the IEP Team. Attend/Facilitate weekly ESE Team meetings and report concerns Assist with new teacher classroom management concerns. Schedule/Monitor/ and Assist with all student staffings. Create a schedule for assisting with ESE classrooms and submit report weekly. Monitor Behavior and Interventions for all ESE students. Answer calls for ESE students (inclusion as well) and provide necessary interventions (Sanford Harmony)

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	109	101	87	114	78	92	0	0	0	0	0	0	0	581
Attendance below 90 percent	15	19	6	8	11	6	0	0	0	0	0	0	0	65
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	17	25	40	0	0	0	0	0	0	0	82

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with 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	4	10	0	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	5	3	3	0	0	0	0	0	0	0	11

FTE units allocated to school (total number of teacher units)

43

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	51%	57%	39%	51%	55%
ELA Learning Gains	52%	51%	58%	42%	53%	57%
ELA Lowest 25th Percentile	64%	49%	53%	31%	50%	52%
Math Achievement	36%	57%	63%	42%	58%	61%
Math Learning Gains	32%	56%	62%	36%	57%	61%
Math Lowest 25th Percentile	19%	47%	51%	32%	49%	51%
Science Achievement	34%	47%	53%	39%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	109 (0)	101 (0)	87 (0)	114 (0)	78 (0)	92 (0)	581 (0)
Attendance below 90 percent	15 (0)	19 (21)	6 (28)	8 (21)	11 (17)	6 (18)	65 (105)
One or more suspensions	0 (0)	0 (4)	0 (11)	0 (8)	0 (9)	0 (9)	0 (41)
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)	17 (17)	25 (26)	40 (41)	82 (84)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	52%	-16%	58%	-22%
	2018	33%	51%	-18%	57%	-24%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	30%	48%	-18%	58%	-28%
	2018	31%	48%	-17%	56%	-25%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
05	2019	30%	47%	-17%	56%	-26%
	2018	37%	50%	-13%	55%	-18%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	56%	-11%	62%	-17%
	2018	40%	56%	-16%	62%	-22%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	41%	56%	-15%	64%	-23%
	2018	36%	57%	-21%	62%	-26%
Same Grade Comparison		5%				
Cohort Comparison		1%				
05	2019	19%	51%	-32%	60%	-41%
	2018	49%	56%	-7%	61%	-12%
Same Grade Comparison		-30%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	45%	-12%	53%	-20%
	2018	52%	51%	1%	55%	-3%
Same Grade Comparison		-19%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	23	39	29	20	9	13	20				
ELL	24	45	46	31	47	36					
BLK	23	53	64	28	32	8	21				
HSP	32	44	53	28	32	30	19				
WHT	42	58	75	45	30	10	55				
FRL	30	48	65	34	33	19	30				
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					
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math learning gains of the bottom 25% was the lowest data component for the 2019 school year. 19% of the bottom 25% in mathematics showed a learning gain for 2019, an 18% decrease from 2018.

Contributing factors: 1 teacher teaching math in 4th and 5th grades, new mathematics instructional coach, time allotted for more focus in ELA (Power Hour), student data not used effectively to plan for instruction, lack of coaching for instructional staff, and teachers not comfortable with mathematical standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math learning gains showed the greatest decline from the prior year. Math learning gains for 2019 were at 32%, a decrease of 28% from the 60% of students that had math learning gains in 2018.

Contributing factors: 1 teacher teaching math in 4th and 5th grades, new mathematics instructional coach, time allotted for more focus in ELA (Power Hour), student data not used effectively to plan for instruction, lack of coaching for instructional staff, and teachers not comfortable with mathematical standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math had the greatest gap when compared to the state average, there is 26% gap in math achievement when compared to the state.

Contributing factors: 1 teacher teaching math in 4th and 5th grades, new mathematics instructional coach, time allotted for more focus in ELA (Power Hour) and teacher not comfortable, lack of coaching for instructional staff, student data not used effectively to plan for instruction and teachers not comfortable with mathematical standards.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA learning gains of the bottom 25% showed the greatest improvement with at 38% increase.

New Actions: Common lesson plan template for ELA, collaborative planning with the instructional coach weekly, coaching of instructional staff throughout the school year focused on developing staff, monitoring of Power Hour, focus on standards based instruction and differentiated small group instruction with fidelity.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is an additional concern for Spook Hill students. On average students miss two - three days of instruction per grading period.

41 students last year were suspended out - of - school for major discipline infractions. Students disrupted the learning environment for other students and loss instructional time.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math achievement
2. ELA achievement
3. Science Achievement
4. Attendance
5. Discipline

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standards based English Language Arts instruction across all grade levels.
Rationale	ELA achievement remained consistent during the 2018 - 2019 school year, maintaining at 34%. Hispanic (30%), Black (19.7%), ELL (6.3%), and SWD (17.1) student subgroup data is below 41% in the area of ELA.
State the measurable outcome the school plans to achieve	ELA will increase to 45% and each subgroup identified will increase in ELA by 10%.
Person responsible for monitoring outcome	Chabre Timmons (chabre.timmons@polk-fl.net)
Evidence-based Strategy	Standards driven instruction with student tasks aligned to the standard/learning target.
Rationale for Evidence-based Strategy	If students are engaged in standards driven instruction and completing task that are aligned to the standard, student proficiency will increase.
Action Step	
Description	<p>Professional development sessions provided on high yield strategies.</p> <p>Weekly Collaborative Planning with instructional coach.</p> <p>After-school collaborative planning sessions with instructional coaches and administration funded by Title 1. 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 standards based instruction.</p> <p>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 and subgroups.</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 for tutoring with Title 1 funds.</p> <p>Smarty Ants K-2 and IStation 3-5 implementation for small group remediation.</p> <p>Leveled Literacy materials purchased for small group Reading instruction.</p> <p>Social Studies Weekly periodicals ordered for students in 2 -5 classes to include informational text in ELA centers.</p> <p>3 - 6 week tutoring sessions throughout the school year to provide remediation for non proficient students.</p> <p>Implementation of the Book Vending Machine to increase students reading for enjoyment.</p> <p>Establishment of at-home libraries for student to increase access to literature.</p> <p>Classroom libraries that are inviting and provide students with a wide range of text.</p>
Person Responsible	SBLT Spook Hill Elementary (alaiyo3@hotmail.com)

#2	
Title	Standards based mathematics instruction across all grade levels.
Rationale	All components of mathematical data declined in the 18-19 school year. Math achievement declined by 10%, math learning gains declined by 28% and math learning gains of the bottom 25% declined by 18%. Hispanic (26.4%), Black (25.7%), ELL (9.4%), SWD (14.3%) and Economically Disadvantage (31.8%) subgroups all fell below 41%.
State the measurable outcome the school plans to achieve	Mathematics achievement will increase to 45% and each subgroup identified will increase in mathematics by 10%.
Person responsible for monitoring outcome	Chabre Timmons (chabre.timmons@polk-fl.net)
Evidence-based Strategy	Standards driven instruction with student tasks aligned to the standard/learning target
Rationale for Evidence-based Strategy	If students are engaged in standards driven instruction and completing task that are aligned to the standard, student proficiency will increase.
Action Step	
Description	<p>Weekly Collaborative Planning with instructional coach.</p> <p>After-school collaborative planning sessions with instructional coaches and administration funded by Title 1. 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 standards based instruction.</p> <p>Coaching cycles to assist teachers in implementation of standards based instruction.</p> <p>Strategic resourcing of paraprofessionals and additional support staff to support students in the bottom quartile and subgroups.</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 for tutoring with Title 1 funds.</p> <p>3 - 6 week tutoring sessions throughout the school year to provide remediation for non proficient students.</p> <p>Freckle implementation for small group remediation.</p> <p>Professional development sessions provided on high yield strategies.</p> <p>Provide teachers with mathematics based books for classroom libraries.</p>
Person Responsible	SBLT Spook Hill Elementary (alaiyo3@hotmail.com)

#3	
Title	Hands on standards based science instruction.
Rationale	Science achievement decreased by 21% during the 18-19 school year. Hispanic (25%), Black (16%), ELL (0%), SWD (11.1%) and Economically Disadvantage (27.9%) subgroups were below 41% on the state science assessment.
State the measurable outcome the school plans to achieve	Science achievement will increase to 45% and each subgroup identified will increase in science by 10%.
Person responsible for monitoring outcome	Chabre Timmons (chabre.timmons@polk-fl.net)
Evidence-based Strategy	Standards driven instruction with student tasks aligned to the standard/learning target.
Rationale for Evidence-based Strategy	If students are engaged in standards driven instruction and completing task that are aligned to the standard, student proficiency will increase. Strategic Spiral back to address previous grade level deficit Departmentalized 4th and 5th grade level
Action Step	
Description	Students will engage in hands-on science experiments at least bi-weekly in second - fifth grade. Implementation of Science based after school club. Collaborative planning with district coach throughout the school year. Quarterly Science assessment. Standards based science assessments. Stemscopes implemented with fidelity across grade levels. Science text used in differentiated small group task bi-weekly in ELA.
Person Responsible	SBLT Spook Hill Elementary (alaiyo3@hotmail.com)

#4	
Title	Increase engagement in classrooms that will result in increased student attendance.
Rationale	Students on average miss two - three days per grading period.
State the measurable outcome the school plans to achieve	Decrease the number of students missing ten days or more each school year.
Person responsible for monitoring outcome	Chabre Timmons (chabre.timmons@polk-fl.net)
Evidence-based Strategy	<p>Increase parent involvement. Provide real time data to stakeholders.</p> <ol style="list-style-type: none"> 1. Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school. 2. Over 8 million U.S. students miss nearly a month of school each year. 3. Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent. 4. Poor attendance can influence whether children read proficiently by the end of third grade or be held back. 5. By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school. 6. Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence. 7. Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. 8. When students improve their attendance rates, they improve their academic prospects and chances for graduating. 9. Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students. 10. LSI Conference 2020 - Classrooms Reimagined: Brain-friendly. Engaged. Rigorous.
Rationale for Evidence-based Strategy	
Action Step	
Description	<p>Intervention Groups (Tier II and Tier III) students Monthly behavior monitoring. Incentive plans for students to increase daily attendance. Family meetings in order to provide resources for families. Attendance Tracking Monthly.</p>
Person Responsible	SBLT Spook Hill Elementary (alaiyo3@hotmail.com)

#5	
Title	Fostering well rounded students through social emotional education.
Rationale	In 2018 - 2019 Spook Hill had 339 office referrals and 41 students had OSS as a disciplinary action.
State the measurable outcome the school plans to achieve	Office disciplinary referrals and students receiving OSS will decrease by 10%.
Person responsible for monitoring outcome	Maria Quiroa (maria.quiroa@polk-fl.net)
Evidence-based Strategy	Well - rounded afterschool clubs. Student engagement strategies: accountable talk and Kagan structures. Lunch Bunch
Rationale for Evidence-based Strategy	Clubs that focus on developing leadership skills, problem-solving skills, setting and achieving goals, working in teams, and communication skills. Students that are actively engaged in standards based instruction with accountability are less likely to disrupt the learning environment.
Action Step	
Description	Two Registered Behavior Technician will work with our Tier 3 students and their teachers New consistent school wide 10 point PBIS reward system. Positive Casper Kid comments in student agendas. Professional development Lunch Bunch Accountable Talk Implementation timeline. Monthly school wide focused Kagan structures. Well - rounded after school clubs. Sandford Harmony. Staff Book Study - Poor Students, Rich Teaching Field Trips
Person Responsible	SBLT Spook Hill Elementary (alaiyo3@hotmail.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students 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:

- Champs
- PBIS
- Well Rounded Clubs
- Sandford Harmony

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

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.

Kindergarten Round Up is held in the spring to offer incoming kindergarten students and families the opportunity to visit classrooms, tour the campus and meet school staff.

5th graders visiting/tour McLaughlin Middle School. Students are able to see the Fine Arts academies available.

5th grade students attend the School Showcase/WE3 Expo in November to allow students the opportunity to see the options available in PCPS.

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.

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the

district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

o Head Start provides resources to assist students in the transition from pre-k to kindergarten.

o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school’s SIP.

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

- Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
- Accelerated programs, such as Dual enrollment and Advanced Placement, in addition to high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
- Every middle and high school will have a designated College and Career Contact.
- Student Success Coaches will work with targeted students to ensure that high school graduation and post-secondary education is achieved in a timely manner.
- AVID will be implemented in sixteen secondary schools to support targeted students in participating in accelerated programs and enrolling in college.
- Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.
- Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Standards based English Language Arts instruction across all grade levels.				\$305,495.16
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		\$76,320.00
			<i>Notes: Recruitment and Retention stipends</i>			

5100	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
<i>Notes: Recruitment and Retention stipends</i>					
5100	150-Aides	1371 - Spook Hill Elementary School	UniSIG		\$7,000.00
<i>Notes: Recruitment and Retention stipends</i>					
5100	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$6,679.98
<i>Notes: Recruitment and Retention stipends</i>					
5100	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$165.91
<i>Notes: Recruitment and Retention stipends</i>					
5200	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		\$26,000.00
<i>Notes: Recruitment and Retention stipends</i>					
5200	150-Aides	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
<i>Notes: Recruitment and Retention stipends</i>					
5200	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$2,295.00
<i>Notes: Recruitment and Retention stipends</i>					
5200	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$57.00
<i>Notes: Recruitment and Retention stipends</i>					
5500	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		\$12,000.00
<i>Notes: Recruitment and Retention stipends</i>					
5500	150-Aides	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
<i>Notes: Recruitment and Retention stipends</i>					
5500	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$1,224.00
<i>Notes: Recruitment and Retention stipends</i>					
5500	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$30.40
<i>Notes: Recruitment and Retention stipends</i>					
6120	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
<i>Notes: Recruitment and Retention stipends</i>					
6120	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$306.00
<i>Notes: Recruitment and Retention stipends</i>					

	6120	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment and Retention stipends</i>			
	6200	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment and Retention stipends</i>			
	6200	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$306.00
			<i>Notes: Recruitment and Retention stipends</i>			
	6200	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment and Retention stipends</i>			
	6400	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment and Retention stipends</i>			
	6400	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$612.00
			<i>Notes: Recruitment and Retention stipends</i>			
	6400	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$15.20
			<i>Notes: Recruitment and Retention stipends</i>			
	7300	110-Administrators	1371 - Spook Hill Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment and Retention stipends</i>			
	7300	160-Other Support Personnel	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment and Retention stipends</i>			
	7300	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$918.00
			<i>Notes: Recruitment and Retention stipends</i>			
	7300	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$22.80
			<i>Notes: Recruitment and Retention stipends</i>			
	5900	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$5,527.67
			<i>Notes: Extended Learning supplies</i>			
	6200	610-Library Books	1371 - Spook Hill Elementary School	UniSIG		\$37,000.00
			<i>Notes: Media books</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
			<i>Notes: Technology- 3D Printer</i>			

	5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$15,000.00
			<i>Notes: Fountas and Pinnell- reading supplemental materials for small group instruction</i>			
	5100	530-Periodicals	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
			<i>Notes: Science Weekly</i>			
	6150	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$15,000.00
			<i>Notes: Books for families- for student independent home libraries</i>			
	5100	519-Technology-Related Supplies	1371 - Spook Hill Elementary School	UniSIG		\$5,000.00
			<i>Notes: ink for instructional</i>			
	5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$7,000.00
			<i>Notes: classroom supplies- paper, folders, chart paper</i>			
	5100	519-Technology-Related Supplies	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00
			<i>Notes: 3D printer supplies, ink</i>			
	5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$35,000.00
			<i>Notes: classroom libraries</i>			
2	III.A.	Areas of Focus: Standards based mathematics instruction across all grade levels.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1371 - Spook Hill Elementary School			\$10,000.00
			<i>Notes: Math Literacy books</i>			
3	III.A.	Areas of Focus: Hands on standards based science instruction.				\$0.00
4	III.A.	Areas of Focus: Increase engagement in classrooms that will result in increased student attendance.				\$0.00
5	III.A.	Areas of Focus: Fostering well rounded students through social emotional education.				\$0.00
					Total:	\$325,622.00