

Polk County Public Schools

Sandhill Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	18
Budget to Support Goals	19

Sandhill Elementary School

1801 TYNER RD, Haines City, FL 33844

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

Demographics

Principal: Kathy Conely

Start Date for this Principal: 7/23/2019

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: C (43%) 2017-18: C (47%) 2016-17: C (42%) 2015-16: C (41%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	75%

School Grades History

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

Sandhill Elementary - a family of teachers and students learning in an encouraging environment where high expectations result in productive citizens.

Provide the school's vision statement.

Sandhill Elementary staff will create a safe community of collaborative learners where students persevere through a productive struggle to meet learning targets while engaging in rigorous tasks.

CRANES believe that

Caring about the learning environment is important so we can grow as a community of learners.

Respect of self and others is important.

ALL students can be leaders in a positive way.

Nurturing staff and families lead to successful students.

Every student can and will learn in an encouraging environment.

Safety is important for success.

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
Conely, Kathy	Principal	
Alford, Renee	Teacher, K-12	
Beasley, Cindy	Instructional Coach	
Glasgow, Jennifer	Instructional Coach	
Lewis, Sarah	School Counselor	
Morris, Sierra	Teacher, K-12	
Chapman, Jaxon	Teacher, K-12	
Terry, Pamela	Teacher, K-12	
Chapman, Sally	Teacher, K-12	
Glasgow, Jeff	Instructional Technology	
Renesca, Lindsay	Assistant Principal	

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	124	141	153	163	175	154	0	0	0	0	0	0	0	910
Attendance below 90 percent	14	36	30	38	26	53	0	0	0	0	0	0	0	197
One or more suspensions	0	0	4	3	3	6	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	26	17	37	34	36	0	0	0	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	16	23	65	0	0	0	0	0	0	0	104

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	15	8	23	22	33	0	0	0	0	0	0	0	101

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		5	4	3	19	0	1	0	0	0	0	0	0	32
Students retained two or more times		0	0	0	2	2	6	0	0	0	0	0	0	10

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

64

Date this data was collected or last updated

Tuesday 7/23/2019

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	34	40	51	17	9	0	0	0	0	0	0	0	151
One or more suspensions	0	7	12	8	9	11	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	5	1	3	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	54	17	34	0	0	0	0	0	0	0	105

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	43	58	61	40	39	0	0	0	0	0	0	0	241

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	34	40	51	17	9	0	0	0	0	0	0	0	151
One or more suspensions	0	7	12	8	9	11	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	5	1	3	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	54	17	34	0	0	0	0	0	0	0	105

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	43	58	61	40	39	0	0	0	0	0	0	0	241

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	42%	51%	57%	43%	51%	55%
ELA Learning Gains	44%	51%	58%	46%	53%	57%
ELA Lowest 25th Percentile	50%	49%	53%	45%	50%	52%
Math Achievement	45%	57%	63%	53%	58%	61%
Math Learning Gains	40%	56%	62%	45%	57%	61%
Math Lowest 25th Percentile	45%	47%	51%	29%	49%	51%
Science Achievement	36%	47%	53%	30%	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	124 (0)	141 (0)	153 (0)	163 (0)	175 (0)	154 (0)	910 (0)
Attendance below 90 percent	14 (0)	36 (34)	30 (40)	38 (51)	26 (17)	53 (9)	197 (151)
One or more suspensions	0 (0)	0 (7)	4 (12)	3 (8)	3 (9)	6 (11)	16 (47)
Course failure in ELA or Math	0 (0)	26 (5)	17 (1)	37 (3)	34 (0)	36 (0)	150 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (54)	23 (17)	65 (34)	104 (105)

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	52%	52%	0%	58%	-6%
	2018	46%	51%	-5%	57%	-11%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	30%	48%	-18%	58%	-28%
	2018	43%	48%	-5%	56%	-13%
Same Grade Comparison		-13%				
Cohort Comparison		-16%				
05	2019	36%	47%	-11%	56%	-20%
	2018	38%	50%	-12%	55%	-17%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	56%	-3%	62%	-9%
	2018	48%	56%	-8%	62%	-14%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	38%	56%	-18%	64%	-26%
	2018	47%	57%	-10%	62%	-15%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				
05	2019	34%	51%	-17%	60%	-26%
	2018	52%	56%	-4%	61%	-9%
Same Grade Comparison		-18%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	45%	-11%	53%	-19%
	2018	43%	51%	-8%	55%	-12%
Same Grade Comparison		-9%				
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	9	40	45	21	47	50	5				

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
ELL	28	34	52	35	43	50	13				
BLK	38	56	56	38	29	50	42				
HSP	41	41	50	43	42	46	32				
MUL	45			45							
WHT	45	45	45	54	41	43	41				
FRL	39	41	44	43	42	43	31				
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	13	27	32	27	47	45	33				
ELL	28	45	52	36	45	52	16				
BLK	43	49	53	58	62	50	50				
HSP	41	48	53	42	40	44	33				
WHT	47	40	29	60	49	53	57				
FRL	42	46	43	49	44	45	41				
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	15	32	35	20	24	17	14				
ELL	25	42	56	38	46	34	8				
BLK	40	47	45	51	49	29	32				
HSP	38	45	52	49	44	32	17				
MUL	70			60							
WHT	50	44	21	59	42	25	50				
FRL	37	40	42	45	38	24	26				

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)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
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	40
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

Students with disabilities showed the lowest performance. Students in 4th grade made fewer gains than in previous years. This is due to lack of quality instruction and the turnover of teachers in two of the fourth grade classrooms.

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

Fourth grade students made the greatest decline in the area of ELA. This is due to the lack of quality instruction and the turnover of teachers in two fourth grade classrooms.

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.

Fourth grade ELA and Math both had a large gap compared to the state and district averages. This is due to the lack of quality instruction and the turnover of teachers in two fourth grade classrooms.

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

Third grade students improved in both ELA and Math by 6% and 5% respectively. This increase in scores is due to quality instruction and focus on the standards in all third grade classrooms.

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

Attendance - Students who have a high number of absences and tardies, especially in the primary grades.

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

1. Fourth grade - standards based instruction for both ELA and Math
2. Fifth grade - standards based instruction for ELA
3. Fifth grade - Science instruction based on standards
4. Students with disabilities - standards based instruction
5. ELL students - differentiated instruction and standards based instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts / Students with Disabilities and ELL
Rationale	FSA test scores for fourth and fifth grade students decreased by 13% in 4th grade and 2% in 5th grade. 31% of students with disabilities scored at proficiency level. 40% of ELL students scored at proficiency level.
State the measurable outcome the school plans to achieve	The goal is to move all students from 42% proficiency to 52% proficiency, to move students with disabilities from 31% to 41% proficiency and ELL students from 41% to 46% proficiency.
Person responsible for monitoring outcome	Kathy Conely (kathy.conely@polk-fl.net)
Evidence-based Strategy	Provide standards based instruction with rigor to all students.
Rationale for Evidence-based Strategy	One of the reasons for a decline in student achievement is lack of quality instruction based around the standards. Teachers will be provided with standards tracker and instructional strategies based on Learning Sciences International that will increase the level of student autonomy and complex tasks.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that all students with disabilities are placed in a least restrictive environment. Provide supports (people and curriculum) for these students. 2. Professional Learning Communities will meet weekly to review standards, align student tasks, plan lessons with rigor, analyze student work, analyze data utilizing LSI student teaming strategies. In addition, substitute teachers will be provided for a 1/2 day so that PLCs will be able to have intensive collaborative planning centered around the standards, tasks, rigor and student work. 3. Implement a consistent writing curriculum across all grade levels by writing a school wide curriculum that follows the curriculum maps and state standards. 4. Scholastic news will be used in all classrooms to help with standards based instruction using text evidence. 5. Leveled Literacy Intervention materials will be used for students who struggle in the area of reading including students with disabilities and ELL students. 6. Power hour will be added to the master schedule and will include all students receiving reading instruction at their instructional level using Science content based materials. 7. A team of Teachers will attend Learning Focus Strategies professional development during the summer and throughout the year in order to assure standards driven instruction is consistent in all classrooms. 8. Students will attend extended learning (tutoring) in the area of reading and math to improve in academic areas of weakness. 9. Teachers will assess students using weekly Reading Wonders assessments to inform instruction.
Person Responsible	Jennifer Glasgow (jennifer.glasgow@polk-fl.net)

#2	
Title	Science and Math
Rationale	Science FCAT scores decreased from 45% proficiency to 36% proficiency. FSA Math scores decreased 9% in fourth grade and 18% in fifth grade. Overall Math achievement decreased from 51% to 45% proficiency.
State the measurable outcome the school plans to achieve	The goal is to move students in the area of Science proficiency from 36% proficient to 46% proficient. The goal in Math is to move students from 45% proficient to 55% proficient.
Person responsible for monitoring outcome	Kathy Conely (kathy.conely@polk-fl.net)
Evidence-based Strategy	Hands on standards based instruction in both Science and Math ensuring rigor in all classrooms
Rationale for Evidence-based Strategy	Based on observations, students are not engaged in the tasks and are not understanding the complex tasks. Teachers are not teaching to the high levels of the standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. Fourth and fifth grade classes will participate in a hands-on Science lab weekly under direction of the school's science contact. 2. All classes will attend a STEM based field trip. 3. Professional Learning Communities will meet weekly to review standards, align student tasks, plan lessons with rigor, analyze student work, analyze data utilizing LSI student teaming strategies. In addition, substitute teachers will be provided for a 1/2 day so that PLCs will be able to have intensive collaborative planning centered around the standards, tasks, rigor and student work. 4. Scholastic news will be used in all classrooms to help with standards based instruction using text evidence. 5. Power hour will be added to the master schedule and will include all students receiving reading instruction at their instructional level using Science content based materials. 6. Teachers will use math manipulatives for hands on math instruction. 7. A team of Teachers will attend Learning Focus Strategies professional development during the summer and throughout the year in order to assure standards driven instruction is consistent in all classrooms. 8. Students will attend extended learning (tutoring) in the area of reading and math to improve in academic areas of weakness.
Person Responsible	Cindy Beasley (cindy.beasley@polk-fl.net)

#3	
Title	Building Community
Rationale	We have a diverse community of students and families. Involving all stakeholders in the educational process will increase ownership in the school.

State the measurable outcome the school plans to achieve	Increase the number of parents who attend family involvement events from 20% to 30%. Increase the number of parents who attend PTO and SAC meetings from 1% to 10%.
Person responsible for monitoring outcome	Kathy Conely (kathy.conely@polk-fl.net)
Evidence-based Strategy	Communicate with parents regularly regarding events, educational needs and family involvement.
Rationale for Evidence-based Strategy	Sandhill Elementary is a school with 100% economically disadvantaged population. In the past few years, the school has not had an active PTO and has had minimal involvement on the School Advisory Council. Researchers cite parent-family, community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students (Belfield, C. R. and H.M. Levin, H.M. 2007. The Price We Pay: Economic and Social Consequences of Inadequate Education. Washington, DC: Brookings Institution Press. and Barton, Paul E. 2003. Parsing the Achievement Gap: Baselines for Tracking Progress. Princeton, NJ: Policy Information Report, Educational Testing Service.)

Action Step	
Description	<ol style="list-style-type: none"> 1. Organize an active Parent Teacher Organization (PTO). 2. Offer family fun nights for parents and students to get involved in the school as a community. 3. Communicate with parents on a regular basis using Class Dojo, parent phone calls, two scheduled conference nights and school You Tube channel. 4. Teach students how to use their own data to present a student led parent conference. 5. Invite the community to school wide events such as Career Day, Young Authors' Conference and Veteran's Day program.
Person Responsible	Renee Alford (renee.alford@polk-fl.net)

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).

School Safety - School guardians will walk the campus continually and be visible to the school population, all doors will remain locked at all times, one entrance to the campus, all visitors will check in at the office with a visitor's badge.

New Teacher retention - all new teachers are assigned a mentor, will meet monthly to discuss needs and will be involved in coaching cycles with the reading and math coaches.

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 is used in all classrooms for procedures.
- PBIS is used school wide as a Tier 1 behavior plan.
- Mentoring Program is used for students as a Tier 2 intervention as needed.
- Check in / Check out is used for students as a Tier 2 intervention as needed

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

- Headstart is housed on our campus and offers transition programs for students and parents
- Kindergarten Round Up is offered each year in April for incoming Kindergarten students and their parents
- Middle schools visit our 5th graders and show students what it is like in middle school
- Middle school offer parent events for incoming 6th graders

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

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

Community organizations and businesses visit our school each year for an annual career day for the purpose of elementary students exploring various career choices.

Part V: Budget

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

1	III.A.	Areas of Focus: English Language Arts / Students with Disabilities and ELL				\$329,267.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$50,000.00	
<i>Notes: LLI Kits / Materials</i>						
6300	140-Substitute Teachers	0341 - Sandhill Elementary School	Title, I Part A		\$9,792.00	
<i>Notes: Standards based curriculum planning</i>						
6200	530-Periodicals	0341 - Sandhill Elementary School	Title, I Part A		\$6,000.00	
<i>Notes: Scholastic News subscription</i>						
6300	519-Technology-Related Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$2,500.00	
<i>Notes: LSI - Standards Tracker</i>						
6400	310-Professional and Technical Services	0341 - Sandhill Elementary School	Title, I Part A		\$4,500.00	
<i>Notes: LSI - Standards Tracker Professional Development</i>						

	5900	120-Classroom Teachers	0341 - Sandhill Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Extended Learning - ELA</i>			
	5100	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: Printing of Reading Wonders Assessments</i>			
	6300	100-Salaries	0341 - Sandhill Elementary School	Title, I Part A		\$3,900.00
			<i>Notes: Curriculum planning during summer</i>			
	6400	300-Purchased Services	0341 - Sandhill Elementary School	Title, I Part A		\$450.00
			<i>Notes: LSI Polk Professional Development - registration fee</i>			
	5100	120-Classroom Teachers	0341 - Sandhill Elementary School	Title, I Part A		\$178,989.00
			<i>Notes: Reading Interventionists - 2 Paraprofessionals - 2 For the purpose of LLI - reading tutoring - Strategy 1, Action step 5</i>			
	5100	120-Classroom Teachers	0341 - Sandhill Elementary School	Title, I Part A		\$64,136.00
			<i>Notes: Literacy Coach salary</i>			
2	III.A.	Areas of Focus: Science and Math				\$107,652.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$4,250.00
			<i>Notes: Math Manipulatives</i>			
	5100	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$4,250.00
			<i>Notes: Science lab materials</i>			
	7800	330-Travel	0341 - Sandhill Elementary School	Title, I Part A		\$6,000.00
			<i>Notes: STEM field trips</i>			
	5900	120-Classroom Teachers	0341 - Sandhill Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Extended Learning - \$2500 for Science, \$2500 for Math</i>			
	5100	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$4,250.00
			<i>Notes: Math Manipulatives</i>			
	5100	120-Classroom Teachers	0341 - Sandhill Elementary School	Title, I Part A		\$83,902.00
			<i>Notes: Math Coach salary</i>			
3	III.A.	Areas of Focus: Building Community				\$9,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6150	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Agenda planners</i>			
	6150	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Parent night events</i>			
	6150	510-Supplies	0341 - Sandhill Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Parent communication folders</i>			
	6150	120-Classroom Teachers	0341 - Sandhill Elementary School	Title, I Part A		\$1,250.00
			<i>Notes: Parent night events - special activity pay</i>			
					Total:	\$446,169.00