Sleepy Hill Elementary School

2020-21 Schoolwide Improvement Plan

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Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

http:// schools.polk-fl.net/shes

Demographics

Principal: Gregory Deal
Start Date for this Principal: 7/1/2017

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: B (54%) 2017-18: C (51%) 2016-17: B (59%) 2015-16: C (51%)
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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2285 SLEEPY HILL RD, Lakeland, FL 33810

http:// schools.polk-fl.net/shes

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	73%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

As Explorers at Sleepy Hill Elementary, we will implement district curriculum to prepare all students to be full participants in the global community of the future. Sleepy Hill Explorers are expected to show respect, have can do attitudes, explore responsibly, and stay safe always.

Provide the school's vision statement.

At Sleepy Hill Elementary, students and teachers will be actively engaged in learning, focused on cognitively complex tasks and students being given opportunities to work together to solve problems and take ownership over their learning in a safe and inclusive environment.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Deal, Gregory	Principal	The administration sets clear expectations for instruction (Rigor, Relevance, and Relationships). They share past and current data from many different sources with team members. As a team they discuss barriers and instructional strategies to decrease gaps and increase proficiency. They seek input from teacher leaders in all areas of school improvement. School leaders, in turn, provide teachers on their grade level information to help them understand barriers, determine the effectiveness of instructional strategies, and next steps needed to move the students forward. Research and acquire new materials and resources to improve the experience of both students and teachers. Set performance objectives for students and teachers. School Leaders suggest professional develop needs for the staff. Ensure that school facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. Implement and monitor school policies and safety protocols. Overview administrative tasks (e.g. updating employee records).
Kulcher, Lyndsy	Assistant Principal	The administration sets clear expectations for instruction (Rigor, Relevance, and Relationships). They share past and current data from many different sources with team members. As a team they discuss barriers and instructional strategies to decrease gaps and increase proficiency. They seek input from teacher leaders in all areas of school improvement. School leaders, in turn, provide teachers on their grade level information to help them understand barriers, determine the effectiveness of instructional strategies, and next steps needed to move the students forward. Research and acquire new materials and resources to improve the experience of both students and teachers. Set performance objectives for students and teachers. School Leaders suggest professional develop needs for the staff. The assistant principal deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Norquist, Brenda	Instructional Coach	The Elementary Instructional Coach will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school

Name	Title	Job Duties and Responsibilities
		improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The Reading Coach will be responsible for the following: Collaborative Planning Coaching Cycle Data Analysis SIP Planning Family Engagement Title I Budget
VanBibber, Susan	Instructional Coach	Assesses children throughout the school and identifies children at-risk. Designs and implements academic interventions using research based methodology in reading and/or math. Communicates with school personnel and parents of children regarding reading and/or math level and rate of progress. Differentiates instruction based on assessment data. Documents interventions and progress on each child with whom you support. Assists teachers by providing professional development in the area of early literacy as needed. Works with the school leadership team to guide and monitor the progress of each child. Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Shares student data with applicable teachers and administration. Provides pre and post-assessment data to teachers and administrators. Provides small group instruction. Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of each student to ensure success. Supervises students in a variety of school related settings. Communicates and interacts with students, parents, staff and community. Develops, selects and modifies instructional plans and materials to meet the needs of all students. Maintains appropriate records and follows required procedures and practices. Administers informal and formal assessments. Evaluates and assesses student progress against instructional objectives. Work cooperatively with the administration and staff to schedule meetings. Knowledge of educational research, trends, and best practices. Actively participates in faculty and/or department meetings.
Rudd, Lori	Instructional Coach	The Elementary Instructional Coach will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The Math Coach will be responsible for the following:

Name	Title	Job Duties and Responsibilities
		Collaborative Planning Coaching Cycle Data Analysis SIP Planning Family Engagement
Williams, Nena	Instructional Coach	Assesses children throughout the school and identifies children at-risk. Designs and implements academic interventions using research based methodology in reading and/or math. Communicates with school personnel and parents of children regarding reading and/or math level and rate of progress. Differentiates instruction based on assessment data. Documents interventions and progress on each child with whom you support. Assists teachers by providing professional development in the area of early literacy as needed. Works with the school leadership team to guide and monitor the progress of each child. Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Shares student data with applicable teachers and administration. Provides pre and post-assessment data to teachers and administrators. Provides small group instruction. Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of each student to ensure success. Supervises students in a variety of school related settings. Communicates and interacts with students, parents, staff and community. Develops, selects and modifies instructional plans and materials to meet the needs of all students. Maintains appropriate records and follows required procedures and practices. Administers informal and formal assessments. Evaluates and assesses student progress against instructional objectives. Work cooperatively with the administration and staff to schedule meetings. Knowledge of educational research, trends, and best practices. Actively participates in faculty and/or department meetings.
Cress, Tammy	Other	Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Models small group instruction to ESE students in general classes, as well as in a pullout setting. Serves as a resource to school personnel regarding ESE rules and regulations. Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP. Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation. Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes. Will assist with

Name	Title	Job Duties and Responsibilities
		progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results.
Walton, Melissa	Psychologist	The School Psychologist is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments.
Kelley, Bobbi	Instructional Media	Media Specialist is responsible for promoting, supporting and encouraging literacy; maintaining library collection and controlling audio visual equipment at school site; assisting students, staff and community in utilizing library resources; performing clerical functions related to collection, processing, circulation, maintenance, and inventory of library and curriculum materials. The Media Specialist uses STAR data to determine needs of the school and individual students.
Kornbrust, Kathleen	School Counselor	The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.

Demographic Information

Principal start date

Saturday 7/1/2017, Gregory Deal

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
55

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: B (54%) 2017-18: C (51%) 2016-17: B (59%) 2015-16: C (51%)
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](#).

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	120	125	108	115	108	111	0	0	0	0	0	0	0	687
Attendance below 90 percent	19	16	18	19	14	14	0	0	0	0	0	0	0	100
One or more suspensions	4	3	4	7	18	12	0	0	0	0	0	0	0	48
Course failure in ELA	18	34	61	55	38	6	0	0	0	0	0	0	0	212
Course failure in Math	19	15	39	13	29	8	0	0	0	0	0	0	0	123
Level 1 on 2019 statewide ELA assessment	0	0	0	37	33	26	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide Math assessment	0	0	0	31	39	22	0	0	0	0	0	0	0	92
Dec. 2019 ELA STAR Level 1	0	0	0	49	38	30	0	0	0	0	0	0	0	117
Dec. 2019 Math STAR Level 1	0	0	0	42	35	32	0	0	0	0	0	0	0	109

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	17	15	37	35	34	31	0	0	0	0	0	0	0	169

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	7	5	2	1	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 5/21/2020

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	
Number of students enrolled	123	123	111	111	103	101	0	0	0	0	0	0	0	672
Attendance below 90 percent	11	17	16	13	10	12	0	0	0	0	0	0	0	79
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	11	27	31	0	0	0	0	0	0	0	69

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	9	4	4	11	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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	
Number of students enrolled	123	123	111	111	103	101	0	0	0	0	0	0	0	672
Attendance below 90 percent	11	17	16	13	10	12	0	0	0	0	0	0	0	79
One or more suspensions	3	5	6	8	19	17	0	0	0	0	0	0	0	58
Course failure in ELA or Math	14	23	26	37	27	17	0	0	0	0	0	0	0	144
Level 1 on statewide assessment	0	0	0	11	27	31	0	0	0	0	0	0	0	69

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	16	18	24	30	26	24	0	0	0	0	0	0	0	138

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	9	4	4	11	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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	46%	51%	57%	46%	51%	55%
ELA Learning Gains	56%	51%	58%	44%	53%	57%
ELA Lowest 25th Percentile	63%	49%	53%	50%	50%	52%
Math Achievement	56%	57%	63%	67%	58%	61%
Math Learning Gains	60%	56%	62%	77%	57%	61%
Math Lowest 25th Percentile	48%	47%	51%	64%	49%	51%
Science Achievement	49%	47%	53%	66%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	43%	52%	-9%	58%	-15%
	2018	40%	51%	-11%	57%	-17%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	45%	48%	-3%	58%	-13%
	2018	37%	48%	-11%	56%	-19%
Same Grade Comparison		8%				
Cohort Comparison		5%				
05	2019	46%	47%	-1%	56%	-10%
	2018	33%	50%	-17%	55%	-22%
Same Grade Comparison		13%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	56%	0%	62%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	43%	56%	-13%	62%	-19%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	51%	56%	-5%	64%	-13%
	2018	63%	57%	6%	62%	1%
Same Grade Comparison		-12%				
Cohort Comparison		8%				
05	2019	61%	51%	10%	60%	1%
	2018	64%	56%	8%	61%	3%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	45%	5%	53%	-3%
	2018	37%	51%	-14%	55%	-18%
Same Grade Comparison		13%				
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	18	38	32	23	40	31	31				
ELL	44	63	79	57	69	58	44				
BLK	31	45	54	42	43	27	28				
HSP	49	67	77	60	68	63	57				
WHT	57	49		61	56	40	56				
FRL	42	52	61	52	61	53	43				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	47	47	40	58	39	29				
ELL	22	38	50	52	65	40	12				
BLK	36	53	47	41	56	50	41				
HSP	35	43	44	59	68	50	29				
MUL	27			82							
WHT	47	48	50	69	81	64	52				
FRL	38	47	51	58	70	56	38				

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	4	44	64	38	71	70					
ELL	37	29	55	63	76	70	46				
BLK	30	53	57	49	75	64	50				
HSP	49	43	62	71	78	64	63				
MUL	60			80							
WHT	52	40	33	72	77	60	76				
FRL	43	46	46	65	74	62	64				

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	55
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	62
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

ELA proficiency is the lowest component due to the amount of students reading well below grade level as they enter 3rd grade. However, we did show an 8% increase in ELA proficiency from the previous school year.

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

4th Grade Math showed the greatest decline from the prior year. The contributing factors could be lowered expectations by teachers and change in format of the test.

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.

3rd grade ELA has the greatest gap compared to the state. Students entering 3rd grade were reading well below grade level prior to entering 3rd grade.

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

ELA Bottom 25 Learning Gains showed a 14% increase. The gains were due to a enhanced focus on data, structured iii time, and purposeful small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

On the December 2019 STAR Reading, 35% of our 3-5 students scored a Level 1, which would in the past is predictive of their performance on FSA Reading. In the upcoming year, focus will be placed on moving bottom tier students up, to decrease the gap between low performing and proficient students.

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

1. Heavy focus on ELA and Math learning gains in 5th grade
2. Increase LG in bottom 25% in ELA and Math
3. Increase overall ELA Proficiency in grades 3-5
4. Decreasing the achievement gap with our ESSA subgroups below 40% (SWD and Black students)
5. Increase Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	FSA ELA proficiency at Sleepy Hill Elementary is at 46%, which is 11% behind the state average. In order to increase proficiency in this are of deficit, we will focus heavily on previous year STAR data and FSA data (5th grade students) to purposefully plan small group instruction. Targeting individual students and groups of students (specifically our ESE and Black students), teachers and interventionists should be able to increase proficiency schoolwide.
Measurable Outcome:	The goal is to increase ELA proficiency to 50% on the Spring 2020 FSA ELA.
Person responsible for monitoring outcome:	Gregory Deal (gregory.deal@polk-fl.net)
Evidence-based Strategy:	Teachers will continue to incorporate the components of LSI such as targets, success criteria, and focusing heavily on academic teaming with fidelity to effectively teach the Florida ELA Standards. In schools and districts across the U.S., LSI's Applied Research Center is transforming core instruction and leadership practices, resulting in rapid gains in student learning.
Rationale for Evidence-based Strategy:	Academic teaming is a daily instructional process where students collaborate, peer coach, and peer teach while engaged in rigorous, standards-based tasks. It goes far beyond the familiar grouping strategies of the past and is backed by neuroscience and other scientific research. Educators in schools nationwide implement academic teaming, empowering their students to take ownership of their own learning and behavior. Academic teaming has the power to improve academic achievement and social emotional learning simultaneously, while also closing gaps between students of differing abilities, preparing students for college and the workplace, and promoting equity and access.

Action Steps to Implement

1.Intentionally plan high quality lessons with a focus on target task alignment and academic teaming with instructional coaches.
2. Monitor student data closely to create purposeful small groups for Tier 2 and Tier 3 students, including ESSA subgroups (Black and Students with Disabilities) falling below 40%.
3. Reading Coach will be providing reading endorsement classes on campus.
4. Administration will monitor the fidelity and effectiveness of the implemented curriculum.
5. Coaching cycles for teachers needing Tier 2 and 3 support.
6. Selected teachers will be sent to the LSI National Conference for professional development.

Person Responsible Lyndsy Kulcher (lyndsy.kulcher@polk-fl.net)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science proficiency on the Statewide Science Assessment is 3% behind the state average. In order to improve our Science proficiency, we plan to focus on targeted standards from the previous year Science Quarterly assessments for the incoming 5th graders and look at trend data from the previous two years 5th grade cohorts to determine if their are areas that statistically our 5th graders under perform on. By targeting these areas and planning inquiry based lessons with planned student accountability, Science proficiency should increase.
Measurable Outcome:	The goal for Science proficiency on the 2021 Statewide Science Assessment is 60%.
Person responsible for monitoring outcome:	Gregory Deal (gregory.deal@polk-fl.net)
Evidence-based Strategy:	Teachers will continue to incorporate the components of LSI such as targets, success criteria, and focusing heavily on academic teaming with fidelity to effectively teach the Florida Science Standards. In schools and districts across the U.S., LSI's Applied Research Center is transforming core instruction and leadership practices, resulting in rapid gains in student learning.
Rationale for Evidence-based Strategy:	Academic teaming is a daily instructional process where students collaborate, peer coach, and peer teach while engaged in rigorous, standards-based tasks. It goes far beyond the familiar grouping strategies of the past and is backed by neuroscience and other scientific research. Educators in schools nationwide implement academic teaming, empowering their students to take ownership of their own learning and behavior. Academic teaming has the power to improve academic achievement and social emotional learning simultaneously, while also closing gaps between students of differing abilities, preparing students for college and the workplace, and promoting equity and access.

Action Steps to Implement

1. Intentionally plan high quality lessons with a focus on target task alignment and academic teaming with instructional coach.
2. Monitor student data closely to create purposeful small groups for Tier 2 and Tier 3 students, including ESSA subgroups (Black and Students with Disabilities) falling below 40%.
3. District Quarterly assessment data will be used to adjust instruction throughout the year.
4. Science instruction will be monitored in all grade levels to ensure full implementation of curriculum and standards.
5. Implementing reading and writing tasks aligned to individual science standards.
6. Science content professional development for 5th grade teachers will be provided by the Science coach - topics will be decided by looking at previous year Statewide Science assessment data and quarterly assessment data to determine area of need.

Person Responsible Lyndsy Kulcher (lyndsy.kulcher@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In addition to increasing proficiency in ELA and Science, we will continue to closely monitor the bottom 25% in ELA and Math to ensure our gains continue to increase overall and in all ESSA subgroups.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	**$0.00**