Spook Hill Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

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: 6/1/2018

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
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: D (39%) 2017-18: C (42%) 2016-17: D (37%) 2015-16: C (42%)
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.

Table of Contents

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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	62%

School Grades History

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

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 the Spook Hill community we foster a student centered environment through respect, accountability and engagement.

Provide the school's vision statement.

We the staff of Spook Hill Elementary paired with our community aim to equip our students to become the leaders of tomorrow; through purposeful collaboration and active utilization of technology, we will teach today so that they can lead tomorrow. #allin

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
Quiroa, Maria	Assistant Principal	Assists principal in providing a common vision for the use of data-based decision making. 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.
Timmons, Chabre	Principal	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.
Johnson , Theresa	Other	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.
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.
Ford, Gwendolyn	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)

Demographic Information

Principal start date

Friday 6/1/2018, Michelle Browning

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.*

0

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.*

9

Total number of teacher positions allocated to the school

43

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: D (39%) 2017-18: C (42%) 2016-17: D (37%) 2015-16: C (42%)
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]().	

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	104	87	93	118	78	98	0	0	0	0	0	0	0	578
Attendance below 90 percent	35	22	12	37	15	24	0	0	0	0	0	0	0	145
One or more suspensions	10	3	6	9	2	21	0	0	0	0	0	0	0	51
Course failure in ELA	1	5	0	15	2	2	0	0	0	0	0	0	0	25
Course failure in Math	2	5	0	1	1	3	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	48	6	15	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	2	3	9	0	0	0	0	0	0	0	14

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	6	4	0	5	1	7	0	0	0	0	0	0	0	23

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	12	4	0	12	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	4	2	4	0	0	0	0	0	0	0	10

Date this data was collected or last updated

Tuesday 6/23/2020

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	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		
Course failure in ELA or Math	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

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	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	1	5	3	10	3	7	0	0	0	0	0	0	0	29
Course failure in ELA or Math	3	11	9	10	0	0	0	0	0	0	0	0	0	33
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	1	5	2	3	6	14	0	0	0	0	0	0	0	31

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	11	0	20	0	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	4	2	4	0	0	0	0	0	0	0	10

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	
	(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	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%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
	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				

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				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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%	2
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%	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	33
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	45
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

English Language Arts Achievement showed the lowest performance data with a thirty-four percent proficient. The low performance in ELA is attributed to lack of consistent teaching in grades 3-5. During the 2019-2020 school year we had three long term substitute teachers (one in each grade level), inconsistent small group data driven instruction and effective use of instructional time.

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

The greatest decline was in Learning Gains of the Lowest 25% in the area of English Language Arts, declining by 18%. The decline was attributed to inconsistent teachers in our ESE self-contained (teacher released to certification issues) and resource classrooms (teacher retired in December). The decline is also attributed to teachers not "owning" students that were ESE and ESOL programs (teacher did not provide consistent support for students), inconsistent student driven small group instruction and effective use of instructional time and resources.

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.

The greatest gap when compared to the state average is in the area of mathematics learning gains of the bottom 25% with at 32% gap. The gap is attributed to teachers not being confident in mathematics instruction and students not proficient in mathematics facts across grade levels. Mathematics instruction does not receive as much time in the master schedule due to Spook Hill being a Power Hour school. Trends indicate a drop in mathematics achievement with a change in mathematics instructional coaching at the school level.

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

The greatest improvements were made in fourth grade mathematics. Our district math support planned collaboratively, co-taught and modeled lessons in the fourth grade mathematics classroom. Increase in science standards-based instruction in fourth and fifth grade.

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

Two areas of concern is attendance and student suspensions. Thirty-eight percent of our students had 10 or absences from August - March. Forty-three students had out-of-school suspensions during the 2019 -2020 school year, of the 235 office referrals 53% of them were attributed to African-American students.

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

1. Culture and Climate
2. Instructional Practices
3. Accountability for students and staff
4. Attendance
5. Data driven small group instruction

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Our area of focus is instructional practices specifically relating to standards-aligned instruction. The rational for this focus is based on data which reflects the need at Spook Hill Elementary. 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 ELA. The goal was to increase ELA proficiency to 45% and each subgroup identified to increase by 10%. During the the 2019 -2020 school year the data reflected: overall - 96/262 (36%), Hispanic – 28/89 (31.4%), Black – 21/71 (29.5%), ELL – 5/39 (12.8%) and SWD – 9/45 (20%) according to our STAR data. 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 fell below 41%. The goal is to increase mathematics achievement to 45% proficiency and each subgroup identified by 10%. During the 2019-2020 school year the data reflected: overall - 130/262 (49.6%), Hispanic – 26/89 (31.4%), Black – 29/71 (40.8%), ELL – 4/39 (10.2%), SWD – 11/45 (24.4%) and ED - 74/190 (38.9%) according to our STAR data. Science achievement decreased by 21% during the 2018-2019 school year. Hispanic (25%), Black (16%), ELL (0%), SWD (11%) and Economically Disadvantage (27.9%) subgroups were below 41% on the state science assessment. The goal is to increase science achievement to 45% and each sub group identified will increase by 10%. 2019 -2020 second quarter assessment reflected: 52%, Hispanic – 14/28 (50%), African-American – 10/22 (45%), ELL – 4/11 (36%), SWD – 4/13 (31%) and Economically Disadvantage - 28/63 (44%).
Measurable Outcome:	The measurable goal is that students on our progress monitoring assessments between our initial and final assessments students will increase by 75 points on the STAR assessment and 10% on the district quarterly assessments.
Person responsible for monitoring outcome:	Chabre Timmons (chabre.timmons@polk-fl.net)
Evidence-based Strategy:	Standards driven instruction with student task aligned to the standard.
Rationale for Evidence-based Strategy:	If students are engaged in standards driven instruction and completing task that aligned to the standard, student proficiency will increase. Strategic resourcing to provide additional support to our most fragile students. Departmentalization of fourth and fifth grade. Data driven small group instruction to provide students with what they need.

Action Steps to Implement	
	Implementation of small group instruction with fidelity across grade levels based on student data and need.
Person Responsible	Chabre Timmons (chabre.timmons@polk-fl.net)

Weekly collaborative planning with school based instructional coach support in mathematics and ELA.

| **Person Responsible** | Maria Quiroa (maria.quiroa@polk-fl.net) |

Data collection based on standards mastery in ELA, Science, and mathematics.

| **Person Responsible** | Maria Quiroa (maria.quiroa@polk-fl.net) |

Monthly focused after school professional learning communities based on teacher need. (PBIS, Data, WIN and small group.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

Teacher lead book study based on teacher interest and area for improvement/growth area.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

Classroom models throughout the campus to showcase specific model instructional practice classrooms.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

Revision, implementation, observation and feedback related to instructional frameworks for ELA, Mathematics and WIN hour.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

Coaching cycles to assist teachers in implementation of instructional practices and standards driven instruction.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

Strategic resourcing of paraprofessionals and additional support staff to support student mastery.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

Family engagement activities emphasizing resources to assist parents in working with students at home.

| **Person Responsible** | Heather Palmer (heather.palmer@polk-fl.net) |

Social studies and science weekly periodicals to increase informational text within ELA and the WIN hour.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

Six week tutoring sessions throughout the school year to provide remediation of standards for students not meeting mastery. Purchase of extended learing supplies to aid in remediation of standards.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

LLI professional development for K-3.

| **Person Responsible** | Heather Palmer (heather.palmer@polk-fl.net) |

Science Festival provided by the Orlando Science Center.

| **Person Responsible** | Chabre Timmons (chabre.timmons@polk-fl.net) |

Purchase of ink for classroom to provide additional resources for students in classrooms.

Person Responsible Chabre Timmons (chabre.timmons@polk-fl.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Our area of focus is our school wide PBIS system to assist in creating a student centered positive environment that supports respect, accountability and engagement. Students on average miss 2-3 days per grading period. During the 2019 - 2020 school year Spook Hill had 224/591 (38%) students with 10 or more absences from August 12th – March 13th. In 2018 – 2019 Spook Hill had 339 office referrals and 41 students had OSS disciplinary actions. The goals is to decrease the number of office disciplinary referrals and students receiving OSS by 10%. As of March 13, 2020 we had 43 students that had OSS and 235 office referrals.
Measurable Outcome:	The goal is that 80% of students will attend school wide quarterly PBIS activities.
Person responsible for monitoring outcome:	Theresa Johnson (theresa.johnson01@polk-fl.net)
Evidence-based Strategy:	Student engagement strategies. Small group support. Increase attendance. MTSS. Teacher professional development. Data shared with stakeholders.
Rationale for Evidence-based Strategy:	If students are attending PBIS quarterly activities than it will result in increased student attendance and decrease the number of students missing ten days or more each school year. This will also result in increased student engagement and a decrease in the number of office disciplinary referrals.

Action Steps to Implement	
Purchase and implementation on Zones of Regulation with small groups K-5. Behavior Interventionist, School Counselor and Social Worker will use the curriculum in social emotional small groups throughout the school year based on student need.	
Person Responsible	Theresa Johnson (theresa.johnson01@polk-fl.net)
Monthly focused after-school Professional Learning Communities based on highlighted areas of need. (PBIS, Data, WIN and Small Groups)	
Person Responsible	Chabre Timmons (chabre.timmons@polk-fl.net)
Implementation of school wide PBIS with fidelity and consistency across grade levels.	
Person Responsible	Maria Quiroa (maria.quiroa@polk-fl.net)
MTSS implementation with specified expectations and accountability.	
Person Responsible	Chabre Timmons (chabre.timmons@polk-fl.net)
Implementation of "Strive for less than 5" attendance initiative.	
Person Responsible	Theresa Johnson (theresa.johnson01@polk-fl.net)
Implementation of Sanford Harmony school wide (Meet up or Buddy Up).	
Person Responsible	Nicole Williams (nicole.williams@polk-fl.net)

Bi-weekly classroom guidance lessons.

Person Responsible Nicole Williams (nicole.williams@polk-fl.net)

Coaching cycles and support for teachers that struggle with implementation of school wide practices. (CHAMPS, PBIS, classroom management)

Person Responsible Chabre Timmons (chabre.timmons@polk-fl.net)

Additional Schoolwide Improvement Priorities

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

The remaining areas of focus have been embedded in the two major areas of focus through linking action steps.

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.

Spook Hill Elementary will create and maintain a student centered positive school culture and environment through a shared vision and community building inside and outside of Spook Hill Elementary. We aim to provide a learning environment that support all learners in becoming the leaders of tomorrow. The Spook Hill Elementary community will play a vital role in creating a positive and supportive learning environment that fosters respect, accountability and engagement.

We aim to create opportunities for a broader stakeholder voice through focus groups and surveys that allow stakeholders to share thoughts and ideas regarding Spook Hill Elementary. We will develop robust opportunities for family and community engagement and participation in school growth.

We encourage our school stakeholders to support our school environment by being involved in school community through the SAC committee, school volunteers, PTO, and community assessment team to employ school improvement strategies that impact the positive school culture and environment.

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: Standards-aligned Instruction				$257,448.11
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	1371 - Spook Hill Elementary School	UniSIG	2.0	$30,900.00
			Notes: 2 classroom para- Aides Paraprofessionals - Salaries - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	1371 - Spook Hill Elementary School	UniSIG		$3,090.00
			Notes: Retirement - 10% - Instructional Personnel -			
	5100	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		$2,363.88
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	1371 - Spook Hill Elementary School	UniSIG		$18,576.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	1371 - Spook Hill Elementary School	UniSIG		$43.20
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		$58.72
			Notes: Workers Compensation - .19% - Instructional Personnel			
	5900	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		$14,388.73
			Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring, 6 teachers, 96 hours			
	5900	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		$4,600.00
			Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring, 2 staff, 96 hours			
	5900	140-Substitute Teachers	1371 - Spook Hill Elementary School	UniSIG		$1,000.00
			Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring, 2 staff, 40 hours			
	5900	210-Retirement	1371 - Spook Hill Elementary School	UniSIG		$1,998.87
			Notes: Retirement - 10% - Instructional personnel for extended learning			
	5900	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		$1,529.13
			Notes: Social Security - 7.65% - Instructional personnel for extended learning			

	5900	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		$37.98
		Notes: Workers Compensation -.19% - Instructional personnel for extended learning				
	6300	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		$31,000.00
		Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours, 13 teachers, 100 hours				
	6300	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		$13,000.00
		Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists, 5 IP, 100 hours				
	6300	140-Substitute Teachers	1371 - Spook Hill Elementary School	UniSIG		$1,598.30
		Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification), 2 staff, 75 hours				
	6300	210-Retirement	1371 - Spook Hill Elementary School	UniSIG		$1,679.83
		Notes: Retirement - 10%- Curriculum Planning				
	6300	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		$1,285.07
		Notes: Social Security - 7.65% - Curriculum Planning				
	6300	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		$31.92
		Notes: Workers Compensation - .19% - Curriculum Planning				
	6400	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		$1,203.75
		Notes: Social Security - 7.65% staff development activities for instructional staff at the school				
	6400	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		$29.90
		Notes: Workers Compensation .19% - School based Coaches - Math, Literacy, Science				
	6150	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		$5,100.00
		Notes: Classroom Teachers - Stipends for Classroom Teachers to assist with family engagement activities, 42 teachers, 6 hours				
	6150	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		$1,868.00
		Notes: Other Certified Instructional Personnel- Stipends to assist with parent/family engagement activities - Coach, Interventionists, Network Mgr., Guidance Counselor, 5 staff, 15 hours				
	6150	140-Substitute Teachers	1371 - Spook Hill Elementary School	UniSIG		$700.00
		Notes: Substitute Teachers - Stipends - Provisional Substitutes - Participating in parent/ family engagement activities, 6 provisional, 6 hours each				
	6150	150-Aides	1371 - Spook Hill Elementary School	UniSIG		$100.00

			Notes: Aides Paraprofessional - Stipends to assist with parent/family engagement activities, 8 paras, 1.25 hours			
	6150	210-Retirement	1371 - Spook Hill Elementary School	UniSIG		$776.80
			Notes: Retirement - 10% - Parent/Family Engagement			
	6150	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		$594.25
			Notes: Social Security - 7.65% -Parent/Family Engagement			
	6150	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		$14.76
			Notes: Workers Compensation - .19% - Schools-Parent/Family Engagement			
	5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		$7,266.75
			Notes: Classroom Supplies- paper, pencils, pens, folders			
	6400	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		$3,504.60
			Notes: Staff development- book study for staff based on staff personal goals			
	5900	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		$5,000.00
			Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies to support extended learning programs			
	5100	644-Computer Hardware Non-Capitalized	1371 - Spook Hill Elementary School	UniSIG		$23,291.00
			Notes: Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - $250.00 to $999.99 - 59 ipads			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1371 - Spook Hill Elementary School	UniSIG		$3,235.82
			Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- 2 ipad carts			
	5100	519-Technology-Related Supplies	1371 - Spook Hill Elementary School	UniSIG		$5,898.00
			Notes: Technology-Related Supplies Technology-Related Supplies 59 ipad cases			
	6200	610-Library Books	1371 - Spook Hill Elementary School	UniSIG		$10,000.00
			Notes: Library Books - Supplemental media materials and books -			
	5100	530-Periodicals	1371 - Spook Hill Elementary School	UniSIG		$7,900.00
			Notes: Instructional periodical materials- supplemental to support small group intervention			
	5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		$4,000.00
			Notes: Instructional materials - supplemental to support science instruction by doing hands on science experiments (scientific measuring tools and other supplies)			
	5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		$5,000.00

			Notes: Instructional resources- math manipulatives to support small group intervention			
	5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		$5,000.00
			Notes: Instructional resources- to support small group reading intervention			
	6300	210-Retirement	1371 - Spook Hill Elementary School	UniSIG		$2,880.00
			Notes: Retirement - 10%- Curriculum Planning			
	6300	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		$2,203.20
			Notes: Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		$54.72
			Notes: Workers Compensation - .19% - Curriculum Planning			
	6400	310-Professional and Technical Services	1371 - Spook Hill Elementary School	UniSIG		$5,000.00
			Notes: LSI PD- consultant			
	5900	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		$4,705.80
			Notes: Instructional materials to support intervention support for extended learning (tutoring).			
	6400	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		$11,520.91
			Notes: Classroom Teachers Classroom Teachers - Stipends for classroom teachers participating in staff development activities after contact hours, 30 staff, 20 hours			
	6400	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		$6,985.31
			Notes: Other Certified Instructional Personnel - Instructional Staff- Stipends for Interventionists, Network Specialists, Success Coaches participating in staff development activities after contact hours, 5 IP, 40 hours			
	6400	140-Substitute Teachers	1371 - Spook Hill Elementary School	UniSIG		$200.00
			Notes: Substitutes - Stipends for Provisional Substitutes Teachers participating in staff development after contact hours, 2 staff, 12 hours			
	6400	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		$227.27
			Notes: Social Security - 7.65% staff development activities for instructional staff at the school			
	6400	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		$5.64
			Notes: Workers Compensation .19% - for staff development			
	5100	519-Technology-Related Supplies	1371 - Spook Hill Elementary School	UniSIG		$6,000.00
			Notes: supplies- ink and toner for instructional use			
2	III.A.	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$0.00**
					Total:	**$265,335.00**