

Polk County Public Schools

Spook Hill Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	24
Budget to Support Goals	25

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	25

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">64%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Timmons, Chabre	Principal	The principal provides a common vision for the use of data-based decision-making and models the Problem Solving process. She supervises the development of strong infrastructure for implementation of MTSS and ensure 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 expectations with the school staff for the implementation and communicates to parents.
Palmer, Heather	Assistant Principal	Assists principal in providing a common vision for the use of data-based decision making. Assists in the development of 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.
Chandley, Kristin	Behavior Specialist	School Behavior Interventionist is responsible for providing strategies for teachers to implement with their students. She supports the implementation of PBIS and MTSS behavior Tier 1,2,3. She supports data analysis in school based discipline decisions. Monitors and models correct CHAMPS behaviors and interventions. Responds to classroom misbehaviors.
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. She attends and facilitates weekly ESE team meetings and reports concerns. She assist with new teacher classroom management concerns. Also, schedules/monitors and assist with all student staffing's. She creates a schedule for assisting with ESE classrooms and submits weekly reports. Monitors behavior and interventions for all ESE students. Answers calls for ESE students (inclusion as well) and provides necessary interventions (Stanford Harmony).
Adcock, Mindy	Instructional Coach	She serves as a resource to teachers in the math subject area. Facilitate planning session meetings to collaboratively design. Facilitates planning with teachers. Visits classroom and provide helpful feedback in an effort to improve instructional outcomes. Demonstrates model lessons and strategy usage. Analyzes data and provide teachers with guidance on lesson design based on outcomes.

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.*

3

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

522

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	55	80	74	86	118	79	0	0	0	0	0	0	0	492
Attendance below 90 percent	57	30	24	27	46	29	0	0	0	0	0	0	0	213
One or more suspensions	3	7	3	6	12	6	0	0	0	0	0	0	0	37
Course failure in ELA	20	28	3	34	56	19	0	0	0	0	0	0	0	160
Course failure in Math	14	9	2	28	35	28	0	0	0	0	0	0	0	116
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	48	6	15	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	3	20	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	17	37	39	59	31	0	0	0	0	0	0	0	183

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	14	18	24	42	38	0	0	0	0	0	0	0	136

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	51%	57%	34%	50%	56%
ELA Learning Gains				52%	51%	58%	39%	51%	55%
ELA Lowest 25th Percentile				64%	49%	53%	26%	45%	48%
Math Achievement				36%	57%	63%	46%	58%	62%
Math Learning Gains				32%	56%	62%	60%	56%	59%
Math Lowest 25th Percentile				19%	47%	51%	37%	44%	47%
Science Achievement				34%	47%	53%	55%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	36%	52%	-16%	58%	-22%
Cohort Comparison						
04	2021					
	2019	30%	48%	-18%	58%	-28%
Cohort Comparison		-36%				
05	2021					
	2019	30%	47%	-17%	56%	-26%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	56%	-11%	62%	-17%
Cohort Comparison						
04	2021					
	2019	41%	56%	-15%	64%	-23%
Cohort Comparison		-45%				
05	2021					
	2019	19%	51%	-32%	60%	-41%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	45%	-12%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- First Grade - Early Star & STAR Assessment (Math & Reading)
- Second Grade - Early Star & STAR Assessment (Math & Reading)
- Third Grade - STAR Assessment (Math & Reading)
- Fourth Grade - STAR Assessment (Math & Reading)
- Fifth Grade - STAR Assessment (Math & Reading) & Statewide Science Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	67	49
	Economically Disadvantaged	47	72	51
	Students With Disabilities	0	38	10
	English Language Learners	33	38	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76	73	56
	Economically Disadvantaged	79	74	58
	Students With Disabilities	38	63	30
	English Language Learners	67	43	20

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37/83	57/71	53/68
	Economically Disadvantaged	38/83	58/71	53/67
	Students With Disabilities	22/100	38/67	43/50
	English Language Learners	17/67	27/75	27/75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	49	39
	Economically Disadvantaged	49	48	34
	Students With Disabilities	22	22	22
	English Language Learners	27	27	23

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	44	35
	Economically Disadvantaged	27	39	23
	Students With Disabilities	36	25	27
	English Language Learners	23	36	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	49	28
	Economically Disadvantaged	29	45	27
	Students With Disabilities	36	56	31
	English Language Learners	23	50	19

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	39	33
	Economically Disadvantaged	34	34	29
	Students With Disabilities	13	11	13
	English Language Learners	11	24	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	38	29
	Economically Disadvantaged	31	36	27
	Students With Disabilities	18	14	10
	English Language Learners	17	20	14

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		42	43	47
	Economically Disadvantaged		39	43	43
	Students With Disabilities		33	22	27
	English Language Learners		18	27	42
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		49	44	31
	Economically Disadvantaged		51	41	30
	Students With Disabilities		11	13	9
	English Language Learners		33	36	8
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		42/43	37/50	29/45
	Economically Disadvantaged		39/40	37/46	28/42
	Students With Disabilities		36/38	12/40	9/9
	English Language Learners		45/53	39/51	27/46
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	25		15	30						
ELL	23	36		23	21		33				
BLK	29	19		24	14		18				
HSP	29	39		24	18		33				
WHT	43	43		36	40		63				
FRL	30	34	36	24	29	25	40				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	22
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	31
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	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math STAR data indicated an decrease in all grade level from the December progress monitoring to April progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 data and current data the greatest need for improvement is Math .

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors are students struggling with fact fluency and Covid peaked in December requiring multiple quarantines. This year strategically utilizing paraprofessional to ensure all students are getting proper support will be an area of improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Kindergarten students in Early Star showed the most improvement especially the ESE subgroup. This year we switched the schedule to have Kindergarten students with Reading instruction in the morning.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factor was a bigger focus on the campus and time devoted to ELA instruction. The schedule was altered to get students Reading instruction earlier in the day and we focused on strong departmentalizing in fourth and fifth grade.

What strategies will need to be implemented in order to accelerate learning?

In Math, to accelerate learning word problems are going to continue to be a focus on the campus. In Reading, to accelerate learning a better focus will be placed on individualizing student center task. Also, in both contents ensuring if we have a supplemental computer program that we are properly utilizing the program

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will have the opportunity to participate in two book studies during this school year. Also, professional development will be provided on how to use data to differentiate instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Peer classroom observations will be a big focus on the campus this year. Also, a push for personal growth and development and clear expectations for what instruction looks like on campus.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: At Spook Hill Elementary, all students will receive standards-based grade level instruction to increase student achievement in Reading, Math, and Science. Students will receive instruction that is aligned to stand standards and at the intended rigor. Students will be provided with differentiated instructional interventions that will build on their current instructional level closing the gap in proficiency. The rationale for this focus is based on data which reflects the needs of Spook Hill. We are looking for flip the MTSS triangle on the campus by providing quality Tier 1 instruction with hopes that less students will need Tier 2 and Tier 3 services.

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. Forty percent of students in tested grades (3rd, 4th and 5th) taking the 2022 FSA ELA will score at or above Level 3.

Monitoring: Bi-Weekly formative assessments will be used in Reading and Math for error analysis and the formation of small groups. Also, district progress monitoring assessments for Writing, Math, and Science (grades 4 and 5) will be used to determine small pull-out groups for additional remediation.

Person responsible for monitoring outcome: Chabre Timmons (chabre.timmons@polk-fl.net)

Evidence-based Strategy: Collaborative planning will be used to facilitate:
 1. Unpacking of grade level standards (Florida Standards and B.E.S.T. Standards) using content items specifications, achievement level descriptors, and district curriculum maps.
 2. Utilization of Wonders assessments (Reading) and development of formative assessments (Math) to be used for error analysis and small group formation.
 3. Developing grade level common task and analyzing student work samples. .
 4. Alignment of task to grade level standards.
 5. Monitoring Tier II and Tier III MTSS students and collaborating on identifying interventions to address achievement gaps.
 6. Supporting K-2 teachers with implementation of new Florida B.E.S.T. standards in Reading and Math.
 7. Identification of professional development needs and delivering professional development.

Rationale for Evidence-based Strategy: Collaborative planning creates a team approach environment where educators can learn and collaborate with other educators of common grade level groups or content areas for the purpose of engaging in an in-depth look at high yield instructional strategies aligned with state standards. It also encourages sharing of best practices and opportunities for teachers to grow through productive conversations, reviewing, and sharing student work samples.

Action Steps to Implement

Weekly collaborative planning with instructional coach (es). Use research-based resources to help teachers create engaging lessons and center activities.

Person Responsible Mindy Adcock (mindy.adcock@polk-fl.net)

Development of Math formative assessments to check students' mastery as they move through the standards in a module. This formative assessment will be used for error analysis and formation of small groups for the upcoming week.

Person Responsible Mindy Adcock (mindy.adcock@polk-fl.net)

Facilitation of utilizing Reading formative assessments, provided by the district with the Wonders, to check students' mastery of reading skills. These formatives will be used for error analysis and formation of small groups for the upcoming week.

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

Use achievement level descriptors and new B.E.S.T. standards to analyze student work samples to ensure alignment of task to standard and teacher understanding of expectation of standard outcome. Data collection will be used to form small groups for remediation and acceleration.

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

K-2 teachers will be provided support for the implementation of the new B.E.S.T. standards. Planning time will be devoted to teachers in K-2 learning new standards and new reading series for effective implementation for Reading. They will also learn and implement new math standards with the support of the Math coach.

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

A walk-through monitoring tool will be developed by administration to provide feedback to teachers on look fors (standards/benchmark aligned task, how is task being utilized, teacher actively monitoring students, monitoring for implementation of data).

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

Work with Americorps volunteer program to support students in grade kindergarten - third in a one-on-one setting three times a week.

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

Classroom models throughout the campus to showcase specific model instructional practices.

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 Heather Palmer (heather.palmer@polk-fl.net)

Six week tutoring sessions through the school year to provide remediation and/or acceleration for students. Purchase of extended learning materials to aid this instruction.

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

LLI professional development for K-3.

Person Responsible Heather Palmer (heather.palmer@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.

Measurable Outcome: The goal is that 80% of students will attend school wide quarterly PBIS activities.

Monitoring: Monthly and quarterly data will be collected and analyzed to ensure that 80% of the students are in attendance at the events.

Person responsible for monitoring outcome: Kristin Chandley (kristin.chandley@polk-fl.net)

Evidence-based Strategy: Positive Behavior Intervention Support will be used to address:
 1. Student engagement strategies.
 2. Small group tiered support (as needed).
 3. Increase attendance of students on campus.
 4. MTSS.
 5. Teacher professional development.
 6. Data shared with stakeholders.
 7. School wide procedures and expectations.

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 of 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

Review and monitor implementation of Zones of Regulation with small groups of students based on need in K-5.

Person Responsible Kristin Chandley (kristin.chandley@polk-fl.net)

Monthly focused after-school Professional Learning Communities based on highlighted areas of need. (PBIS, Data, WIN, 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 Heather Palmer (heather.palmer@polk-fl.net)

MTSS implementation with specified expectations and accountability.

Person Responsible Chabre Timmons (chabre.timmons@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)

#3. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Assessed grade levels report more than 50% of students scoring below a Level 3 on the state assessment. According to the FSA 2021 data 26% of third graders, 34% of fourth graders and 40% of fifth grades scored at a level 3 or higher.

Measurable Outcome: The measurable goal is that 40% of students in tested grades (3rd, 4th and 5th) taking the 2022 FSA ELA will score at or above Level 3. At least 45% of students at each grade level (K - 5th) participating in Progress Monitoring (STAR/Early STAR) throughout the school year will read at or above grade level by the third and final progress monitoring assessment in April 2022.

Monitoring: Area of Focus will be monitored during the progress monitoring periods of September, January and April. Student data will be monitored for growth in the second and third assessment periods. Action plans will be monitored to insure that teachers are addressing the areas of focus based on the data during small group instruction.

Person responsible for monitoring outcome: Chabre Timmons (chabre.timmons@polk-fl.net)

Evidence-based Strategy:

1. Professional development of evidence based strategies.
2. Implementation of data-informed instruction.
3. Use of high quality instructional material.

Rationale for Evidence-based Strategy: Providing administrators and teachers with the opportunity to gain a better understanding of evidence based strategies and support professional growth.

Action Steps to Implement

Survey of staff on professional development needs.
 Calendar of professional development dates/topics provided to teachers and administrators.
 Implementation plan of professional development topics provided.
 Monitoring of implementation plan.

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

Cycle of PLC on monitoring with evidence and making instructional decisions based on data.

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

Distribution of Florida Wonders material. Implementation of Florida Wonders Reading series during the ELA block with fidelity. Distribution of RFA for High Quality Early Literacy Project Phonics K-2 material. Implementation of RFA for High Quality Early Literacy Project Phonics K-2 material with fidelity.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When reviewing the data as reported on SafeSchoolsforAlex.org for the 2019-2020 school year, our school reported 0.8 incidents per 100 students. This rate is less than the statewide Elementary school rate of 1.0 incidents per 100 students. Spook has a low violent incidents probability of per 0.16 of 100 students. Total reported suspension for the 2019-2020 school year is 47 giving us a high ranking of number of suspensions per student.

Based on this data during the 2021-2022 school year, our school will focus on more consistent implementation Positive Behavior Supports and Interventions (PBIS) program. As a staff we will work together to develop a better understanding, appreciation, and respect for our students and where they are coming from. During planning and professional development we will utilize chunks of The Ten-Minute inservice book to help establish a culture of respect for all stakeholders.

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.

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 supports all learned 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

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				\$251,137.09
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$12,996.00	
<i>Notes: Supplies - Instructional (copy paper, pencils, pencil sharpeners, binders, folders, spiral notebooks, flip charts)</i>						
5100	644-Computer Hardware Non-Capitalized	1371 - Spook Hill Elementary School	UniSIG		\$17,755.00	
<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 45 ipads</i>						
5100	519-Technology-Related Supplies	1371 - Spook Hill Elementary School	UniSIG		\$4,497.75	
<i>Notes: Technology-Related Supplies - 45 ipad cases with keyboards</i>						
5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1371 - Spook Hill Elementary School	UniSIG		\$3,235.82	
<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment - greater than or equal to \$1,000- 2 ipad carts</i>						
5100	519-Technology-Related Supplies	1371 - Spook Hill Elementary School	UniSIG		\$500.00	
<i>Notes: Technology-Related Supplies - 50 headsets</i>						
5900	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$4,000.00	
<i>Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies to support extended learning programs</i>						
5100	530-Periodicals	1371 - Spook Hill Elementary School	UniSIG		\$7,500.00	
<i>Notes: Periodicals- Scholastic News, supplemental for informational text</i>						
5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$10,000.00	
<i>Notes: Classroom Libraries and/or guided reading books 40 classrooms at \$250 each</i>						
6200	610-Library Books	1371 - Spook Hill Elementary School	UniSIG		\$10,000.00	
<i>Notes: Library Books - Supplemental media materials and books - Level books, science books,</i>						
5900	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$6,000.00	
<i>Notes: Supplies - instructional resource, Florida Ready extended learning curriculum</i>						
6400	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$3,623.87	
<i>Notes: Supplies - Professional Development book study for 2 book studies per semester</i>						

Polk - 1371 - Spook Hill Elementary School - 2021-22 SIP

5100	369-Technology-Related Rentals	1371 - Spook Hill Elementary School	UniSIG		\$3,795.00
		<i>Notes: Technology-Related Rentals - of educational software and online subscriptions, Reflex Math</i>			
5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$9,827.07
		<i>Notes: Supplies - Instructional - LLI (Leveled Literacy Intervention) materials</i>			
5100	510-Supplies	1371 - Spook Hill Elementary School	UniSIG		\$7,000.00
		<i>Notes: Supplies - Instructional- math manipulatives</i>			
5100	150-Aides	1371 - Spook Hill Elementary School	UniSIG	3.0	\$49,204.62
		<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation 3 classroom paras</i>			
5100	210-Retirement	1371 - Spook Hill Elementary School	UniSIG		\$5,403.48
		<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
5100	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$3,820.39
		<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
5100	231-Health and Hospitalization	1371 - Spook Hill Elementary School	UniSIG		\$27,864.00
		<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
5100	232-Life Insurance	1371 - Spook Hill Elementary School	UniSIG		\$64.80
		<i>Notes: Life Insurance - Instructional personnel</i>			
5100	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$94.89
		<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
6300	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		\$31,704.00
		<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours Curriculum Planning, 20 staff, 2 hours per week, 30 weeks at \$19.42 per hour; and 10 staff, 4 days, 6 hours, at \$35 per hour</i>			
6300	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		\$5,175.60
		<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists Curriculum Planning, 3 support staff, 4 hrs a week, 30 weeks at \$19.42 per hour; and 2 coaches , 4 days, 6 hours per day, at \$35 per hour</i>			
6300	210-Retirement	1371 - Spook Hill Elementary School	UniSIG		\$3,990.37
		<i>Notes: Retirement - 10.82%- Curriculum Planning</i>			
6300	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$2,821.29

			<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$70.07
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	5900	120-Classroom Teachers	1371 - Spook Hill Elementary School	UniSIG		\$13,982.40
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring- 8 teachers, 3 hours per week, 12 weeks at \$19.42; and 10 teachers, 1 hr each week, 24 weeks at \$19.42 per hour; and 8 teachers, 3 hours per week, 8 weeks at \$19.42 per hour</i>			
	5900	130-Other Certified Instructional Personnel	1371 - Spook Hill Elementary School	UniSIG		\$1,631.28
			<i>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- 1 coach, 3 hours per week, 12 weeks at \$19.42 per hour; and 1 coach 1 hr each week, 24 weeks at \$19.42 per hour; and Extended Learning, 1 coach, 3 hours per week, 8 weeks at \$19.42 per hour</i>			
	5900	210-Retirement	1371 - Spook Hill Elementary School	UniSIG		\$1,689.40
			<i>Notes: Retirement - 10.82% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	1371 - Spook Hill Elementary School	UniSIG		\$1,194.45
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	1371 - Spook Hill Elementary School	UniSIG		\$29.67
			<i>Notes: Workers Compensation - .19% - Instructional personnel for extended learning</i>			
	5900	310-Professional and Technical Services	1371 - Spook Hill Elementary School	UniSIG		\$1,665.87
			<i>Notes: LRC Tutoring Contract</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$259,920.00