

Polk County Public Schools

James W. Sikes Elementary School



2021-22 Schoolwide Improvement Plan

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James W. Sikes Elementary School

2727 SHEPHERD RD, Lakeland, FL 33811

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

Demographics

Principal: Kerry Chapman

Start Date for this Principal: 7/29/2014

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)	91%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (55%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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.

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2727 SHEPHERD RD, Lakeland, FL 33811

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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<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.

The mission of Sikes Elementary, with the support of the home and the community, is to provide the highest quality education for our students by creating a caring and challenging atmosphere that encourages life long learning.

Provide the school's vision statement.

In partnership with home and community, Sikes Elementary is committed to educating productive citizens of tomorrow.

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
Chapman, Kerry	Principal	The Principal promotes data-based decision making, monitors Rtl, oversees schoolwide professional development for curriculum and instruction, and ensures recruitment and retention of outstanding teachers. She receives, distributes and communicates information to enforce District and State policies and works with staff to maintain a safe school environment. She manages the budget, promotes and supports the PBiS system, and creates a positive school culture by teaching students and staff to value, respect, and embrace differences. She maintains open lines of communication with stakeholders, building trust and ensuring transparency in progress toward school goals.
Marcano, Erica	Math Coach	Mrs. Marcano leads math collaborative planning with all grade level teams. She observes teachers and provides feedback through coaching cycles based on strengths and weaknesses. She assists with identifying systematic pattern of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Mrs. Marcano organizes the whole school screening program STAR Math that provides progress monitoring for students, analyzes data for trends and provides support to teachers. She serves as the school's Induction Coordinator and provides differentiated professional learning for teachers based on need and interests. Mrs. Marcano also collaborates with teachers to develop our Math/Science Family Night.
Wheeler, Elizabeth	Reading Coach	Mrs. Wheeler leads ELA collaborative planning with all grade level teams. She observes teachers and provides feedback through coaching cycles based on strengths and weaknesses. She assists with identifying systematic pattern of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Mrs. Wheeler organizes the whole school screening program STAR ELA that provides progress monitoring for students, analyzes data for trends and provides support to teachers. She serves as the school's Induction Coordinator and provides differentiated professional learning for teachers based on need and interests. Mrs. Wheeler also collaborates with teachers to develop our Reading Family Night.
Leskis, Lindsey	Assistant Principal	The Assistant Principal ensures the Vision and Mission of the school is evident in every classroom. Empowers Team Leaders to lead Planned Learning Communities among grade or content area teams, promotes data-based decision making, monitors Rtl, ELL student supports, assists with schoolwide professional development for curriculum and instruction, and ensures recruitment and retention of outstanding teachers. She manages discipline, promotes and supports staff with the PBS system, and creates a positive school culture by teaching students and staff to value, respect, and embrace differences
Crosby, Jessica	Other	The ESE Facilitator coordinates and oversees the ESE department and monitors compliance issues, participates in student data collection, supports teachers with strategies to use in tiered interventions specific to behaviors and collaborates with general education teachers. She provides support to ESE

Name	Position Title	Job Duties and Responsibilities
		teachers with developing Individual Education Plans (IEP). She leads and facilitates IEP meetings with parents, teachers and district staff.
Reed, Danielle	School Counselor	The School Counselor provides support to students through classroom lessons. Act as Harmony facilitator and assists with MTSS process for school. She serves as 504 coordinator for school and Hearth Liaison for our students who qualify as Homeless. Our Counselor provides individual and group counseling as needed as well as conducting risk assessments (suicide/threat) for students, support information to parents, and conduct parent/teacher meetings as needed to create school-based safety plans.
Salas, Christina	Other	In addition to serving as a Reading Interventionist, Mrs. Salas also provides supports for our Title 1 program. She promotes collaboration between school and home by organizing family events, developing informational flyers and supports teachers with parent conferencing. She solicits feedback from our families to make changes to events to better meet their needs. She also presents information to the School Advisory Council (SAC).

Demographic Information

Principal start date

Tuesday 7/29/2014, Kerry Chapman

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.*

2

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.*

4

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

675

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

7

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

4

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	0	128	123	133	134	131	0	0	0	0	0	0	0	649
Attendance below 90 percent	0	0	13	37	24	30	0	0	0	0	0	0	0	104
One or more suspensions	0	0	2	5	4	9	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	25	52	47	54	0	0	0	0	0	0	0	178

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	5	25	12	30	0	0	0	0	0	0	0	72

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	2	0	5	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 7/22/2021

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	128	142	138	138	147	157	0	0	0	0	0	0	0	850
Attendance below 90 percent	10	19	14	6	8	9	0	0	0	0	0	0	0	66
One or more suspensions	0	4	3	4	8	4	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	2	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	9	11	26	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	8	21	34	0	0	0	0	0	0	0	63
Level 1 on Dec 2019 STAR Reading	0	0	15	19	21	21	0	0	0	0	0	0	0	76
Level 1 on Dec 2019 STAR Math	0	10	24	12	17	26	0	0	0	0	0	0	0	89

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	4	5	8	17	25	0	0	0	0	0	0	0	59

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	2	1	1	3	2	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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	128	142	138	138	147	157	0	0	0	0	0	0	0	850
Attendance below 90 percent	10	19	14	6	8	9	0	0	0	0	0	0	0	66
One or more suspensions	0	4	3	4	8	4	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	2	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	9	11	26	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	8	21	34	0	0	0	0	0	0	0	63
Level 1 on Dec 2019 STAR Reading	0	0	15	19	21	21	0	0	0	0	0	0	0	76
Level 1 on Dec 2019 STAR Math	0	10	24	12	17	26	0	0	0	0	0	0	0	89

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	4	5	8	17	25	0	0	0	0	0	0	0	59

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	2	1	1	3	2	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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				54%	51%	57%	60%	50%	56%
ELA Learning Gains				52%	51%	58%	57%	51%	55%
ELA Lowest 25th Percentile				51%	49%	53%	51%	45%	48%
Math Achievement				61%	57%	63%	62%	58%	62%
Math Learning Gains				59%	56%	62%	54%	56%	59%
Math Lowest 25th Percentile				50%	47%	51%	37%	44%	47%
Science Achievement				53%	47%	53%	61%	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	59%	52%	7%	58%	1%
Cohort Comparison						
04	2021					
	2019	51%	48%	3%	58%	-7%
Cohort Comparison		-59%				
05	2021					
	2019	45%	47%	-2%	56%	-11%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	56%	9%	62%	3%
Cohort Comparison						
04	2021					
	2019	59%	56%	3%	64%	-5%
Cohort Comparison		-65%				
05	2021					
	2019	56%	51%	5%	60%	-4%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	45%	8%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

For English Language Arts, 2020-2021 STAR Early Literacy Data was used for Grades 1 and 2 while STAR was used for Grades 3-5 progress monitoring.

For Mathematics, 2020-2021 STAR Data was used for Grades 1-5.

For Science, 2020-2021 district developed Quarterly Benchmark assessments were used for 5th Grade.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	71	59
	Economically Disadvantaged	57	68	53
	Students With Disabilities	25	43	13
	English Language Learners	13	44	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78	80	61
	Economically Disadvantaged	64	68	51
	Students With Disabilities	63	57	50
	English Language Learners	45	58	50
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	43	51
	Economically Disadvantaged	29	31	35
	Students With Disabilities	16	28	43
	English Language Learners	9	12	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	57	42
	Economically Disadvantaged	47	53	41
	Students With Disabilities	35	39	38
	English Language Learners	29	39	22

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	53	49
	Economically Disadvantaged	44	46	43
	Students With Disabilities	50	78	53
	English Language Learners	27	26	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	51	48
	Economically Disadvantaged	42	36	37
	Students With Disabilities	24	20	27
	English Language Learners	30	36	33
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	45	36
	Economically Disadvantaged	35	37	30
	Students With Disabilities	10	12	9
	English Language Learners	19	29	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	46	34
	Economically Disadvantaged	40	40	28
	Students With Disabilities	20	15	15
	English Language Learners	48	37	30

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	47	39
	Economically Disadvantaged	32	38	35
	Students With Disabilities	17	4	4
	English Language Learners	21	37	22
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	43	35
	Economically Disadvantaged	31	37	30
	Students With Disabilities	8	8	8
	English Language Learners	32	31	29
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	51	60
	Economically Disadvantaged	45	49	53
	Students With Disabilities	21	26	20
	English Language Learners	48	53	63

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	5	7	13	12	29	50					
ELL	25	31	47	31	43	50	25				
BLK	30			26			40				
HSP	35	31	40	37	46	53	24				
WHT	50	34	20	46	26		45				
FRL	32	27	36	33	32	43	30				
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	15	29	35	30	37	35	12				
ELL	27	53	50	38	55	56	15				
BLK	43	54		52	36	20	33				
HSP	50	56	54	60	71	62	43				

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
MUL	61	40		56	67						
WHT	59	50	41	64	56	48	56				
FRL	45	53	56	49	55	50	40				
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	22	24	33	31	38	30	31				
ELL	37	51	70	44	45	32	40				
BLK	46	39	25	50	55	42	43				
HSP	55	61	59	58	48	33	50				
MUL	85	80		60	50						
WHT	64	58	50	67	59	39	72				
FRL	54	57	57	56	51	40	58				

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	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	62
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	39
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	32
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	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
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	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
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?

Using STAR data: lower overall proficiency levels for ESE subgroups in all grades and subject areas with the exception of 3rd grade ELA, small increases for ELL subgroup in ELA and Science, the biggest gap is with our incoming 5th grade students with disabilities (27 point difference with ELA scores and 19 point difference with math scores as compared to the whole school)

Using Early Warning System: Due to the number of students identified as having a substantial reading deficiency, our MTSS process is not effective with identifying struggling students early and providing correct interventions. Attendance is a concern for students who were eCampus last year. Our referrals during PE classes increased.

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

1. Our students who completed elearning showed the least amount of growth based on STAR progress monitoring data.
2. Our Students with Disabilities moving to 4th and 5th grades did not make growth from Fall STAR to Spring STAR. Both groups are also significantly lower (8% and 9%) than the total school proficiency averages of 49% and 36%
3. Using STAR: incoming 5th grade ELA scores for students with disabilities demonstrate the greatest need for improvement as reading ability also impact the science scores too
4. Using EWS: we have 178 students in grades 2-5 identified as having a substantial reading deficiency. This shows the need of support students by using correct interventions.

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

Contributing factors for academic needs: high mobility last year with switching to online and back, high absenteeism with student and staff especially our 4th grade ESE Inclusion teacher due to quarantining, students missing last quarter of 3rd grade

Contributing factors for suspensions: several identified students had severe behavior referrals due to hurting staff or other students. District personnel was brought in to assist with behaviors.

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

School Incident Rankings "very low" compared to all schools in the state of Florida according to Safe Schools for Alex website. 65% of second grade students tested out of STAR Early Literacy on the Spring assessment. Only 12 students remained in the Urgent Intervention category on STAR Early Literacy on the Spring assessment.

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

We continued implementing our daily morning meet ups as outlined in the Harmony curriculum. This helped with building a sense of community within a class. However, we had a few students who had the majority of referrals due to extreme behaviors such as hurting other students and hurting staff.

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

- *use of LLI kits with reading small groups
- * leadership team mentoring students transitioning back to on campus from eCampus last year
- *use of student data binders to set goals, track progress and use at student led conference night with parents
- *use of Florida Ready supplemental materials with SWD subgroup in reading

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.

- * professional learning for our new BEST standards as well as our new Reading basal series, Florida Wonders.
- * leveled Literacy Intervention kits to support our students with substantial reading deficiencies (Tier 2).
- *Reflex Math will encourage and promote student learning basic math facts fluently.
- * student data binders with their students: goal setting, charting progress and revising writing to share with parents

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

Continued push in support through our Reading Interventionists.
Continued use of monitoring lowest quartile students by the Leadership Team.
Continued use of student data binders with goal setting and tracking.
Continued support for implementation of new BEST standards.
Reviewing PBIS data and making changes based on identified needs.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: When reviewing data from our 2019-2020 STAR reports, our student data was significantly lower than our last FSA Spring 2019.

Measurable Outcome: Students at Sikes Elementary will increase their proficiency scores on the Florida Standards Assessment by 5% in the area of Reading, Math and Science.

Monitoring: Student data will be closely monitored for attendance as well as academics. MTSS interventions will be reviewed with teachers every six weeks. Administration will review student data binders.

Person responsible for monitoring outcome: Elizabeth Wheeler (elizabeth.wheeler@polk-fl.net)

Evidence-based Strategy: Students will use a data binders weekly to set goals and track progress.

Rationale for Evidence-based Strategy: Setting goals keeps students focused on desired outcomes and provides a clear direction for success. This process encourages students to take ownership of their learning. Once goals are set, teachers and students can discuss the steps for reaching goals, monitor progress towards the goals, and celebrate successes.

Action Steps to Implement

- Coaches train teachers on implementing data binders to include:
- student goal setting (AR, STAR, sight words, fluency, math facts)
 - student action steps (how can I increase my STAR score? How will I learn more sight words?)
 - student/teacher monitoring (How will I know I'm making progress? AR points/percentage, STAR scale score, # of known sight words, words read per minute, math facts mastered)
 - celebrate small successes (You increase your score by 10 points, you learned five new sight words)
 - students lead conversations with parents during conference night in January 2022

Person Responsible Kerry Chapman (kerry.chapman@polk-fl.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Based upon our Spring 2019 FSA scores, our students with disabilities scored 33%, which is below the federal index of 41%.
Measurable Outcome:	Increase proficiency for ESSA identified subgroup, students with disabilities (SWD) by 8% to meet federal index.
Monitoring:	Inclusion teachers will monitor student data binders and AR points. ESE Team meetings every 6 weeks to discuss progress and effectiveness of materials. Transition monitoring system for SWD returning from ecampus.
Person responsible for monitoring outcome:	Kerry Chapman (kerry.chapman@polk-fl.net)
Evidence-based Strategy:	Utilizing research-based materials with our SWD especially during time with the inclusion teacher. Classroom teachers will use Leveled Literacy Intervention during tier time and inclusion teachers will use Florida Ready during their time.
Rationale for Evidence-based Strategy:	Using research-based materials will allow us to maximize our instructional time spent with our SWD. Receiving interventions with both the classroom teacher and inclusion teacher will increase student achievement.

Action Steps to Implement

- LEA gathers materials and trains inclusion teachers
- Inclusion teachers implement Florida Ready. Gen Ed. teachers implement LLI materials during tier time.
- Inclusion teachers assist students with goal setting and monitor.
- Meet every 6 weeks to review progress and effectiveness of materials.

Person Responsible Kerry Chapman (kerry.chapman@polk-fl.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on overall proficiency data from the 2020 FSA scores, our ELA data has been trending downward. Learning gains for tested students were also lower than pre -COVID years. This area of focus is our RAISE goal as it addressed more than 50 % of our students K-5 and focuses on students who scored less than proficient on the 2021 FSA ELA.

Measurable Outcome: We will increase learning gains on the FSA ELA test from 34% in 2021 to 39% in 2022.

Monitoring: LLI materials will be used to remediate as well as accelerate students K-5. School based Interventionists will check out LLI materials and assist teachers with leveling groups based on STAR data and formatives. Progress will be reviewed during data chats each six weeks. The remediation groups (Tier 3) as identified by the state using STAR scores, will be tracked using progress monitoring forms weekly by the teacher.

Person responsible for monitoring outcome: Christina Salas (christina.salas@polk-fl.net)

Evidence-based Strategy: Teachers were trained on using Leveled Literacy Interventions (LLI) to provide supports for students. According to Fountas and Pinnell, leveled literacy intervention is a powerful short term intervention that provides daily, intensive small group instruction which supplements classroom literacy teaching.

Rationale for Evidence-based Strategy: We choose this strategy and materials based on evidence that it is successful with improving reading instruction. Due to the multiple levels of the program, we are able to meet the needs of all of our students K-5.

Action Steps to Implement

Train teachers on the LLI materials.

Person Responsible Christina Salas (christina.salas@polk-fl.net)

Review STAR data with teachers and assist them with selecting appropriate LLI level for groups.

Person Responsible Kerry Chapman (kerry.chapman@polk-fl.net)

Implement daily instruction using LLI materials in small groups.

Person Responsible Kerry Chapman (kerry.chapman@polk-fl.net)

Review data on student performance during 6 week data chats with teachers and adjust groups as needed.

Person Responsible Kerry Chapman (kerry.chapman@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.

After reviewing our data from the EWS and SafeSchoolsforAlex.org, we are choosing to focus on providing additional social-emotional supports for all students to include discipline and attendance. Our School Counselor will play an integral role with this initiative. She will provide monthly lessons related to goal setting, character education as well as anti-bullying and drug prevention. Our teachers will continue to use the Meet Up strategy from Sanford-Harmony to build relations between students in the classroom. Designated Meet Up time will be used to address concerns with behaviors.

In addition, we have restructured our discipline procedures and school wide PBiS point system. Staff will be trained prior to school starting. Poor sportsmanship during PE resulted in 51 office referrals. Out of these referrals, 10 received an out of school suspension. We are addressing this with a focus on team activities that promote collaboration rather than competition. Sportsmanship will also be addressed during Meet Up time and monthly Counselor Lessons.

Students with overall attendance rates less than 90% during the 2020-2021 school year have been identified. These students' attendance will be monitored throughout the year by our Attendance Manager, School Social Worker and Administration. Phone calls will be made to parents if absences start to increase.

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.

Positive Behavior Support (PBiS) strategies and Harmony Morning Meet Ups are our Tier 1 curriculum. Our school counselor will be providing monthly lessons on character education as well. We will use Class DOJO school-wide to track positive behaviors and communicate with families.

Meet-ups will provide students with a safe and secure environment where they can get to know their teacher and classmates, and build their community within the classroom. Monthly lessons with the school counselor will range in topics, but will promote positive self-image, encourage pro-social character traits, and build upon our school culture. Daily communication with families will provide a bridge between school and home where positive behaviors can be encouraged and celebrated.

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

In order to promote a collaborative environment at Sikes Elementary, we engage with different stakeholders to improve our school's culture. Teachers serve in various roles such as grade chairpersons, members of committees focused on academics, mentoring new teachers and sharing out best practices with colleagues. Teachers also serve on our School Advisory Council (SAC) and Parent Teacher Organization (PTO) to help make decisions that impact our students.

Feedback collected from our parents is used to make many decisions for our school. We plan events based on their needs. Parents also provide feedback on the Title 1 Compact to set expectations for teachers, our school and our families. We have a very active Parent Teacher Organization (PTO) that supports our students by celebrating their accomplishments, providing fellowship through family events and purchasing much needed materials for students.

Businesses and local Universities also support our students and staff. We host interns each fall and spring to work collaboratively with our teachers. Interns share the very latest strategies they are learning about in college coursework. Local business owners serve on our School Advisory Council (SAC) to help make informed decisions to improve instruction and our school environment. The SAC also reviews school improvement goals and the data collected throughout the year. Many business members volunteer during the year especially on the Great American Teach In day. By consulting with various stakeholders, we continue to build a positive culture where our students learn to be the best they can be.