

Polk County Public Schools

# Sleepy Hill Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

[http:// schools.polk-fl.net/shes](http://schools.polk-fl.net/shes)

## Demographics

**Principal: Gregory Deal**

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (51%) 2016-17: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

[http:// schools.polk-fl.net/shes](http://schools.polk-fl.net/shes)

### 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	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	74%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Deal, Gregory	Principal	<p>Sets clear expectations for instruction (Rigor, Relevance, and Relationships).</p> <p>Shares past and current data from many different sources with team members. As a team they discuss barriers and instructional strategies to decrease gaps and increase proficiency. They seek input from teacher leaders in all areas of school improvement. School leaders, in turn, provide teachers on their grade level information to help them understand barriers, determine the effectiveness of instructional strategies, and next steps needed to move the students forward.</p> <p>Research and acquire new materials and resources to improve the experience of both students and teachers. Set performance objectives for students and teachers. School Leaders suggest professional develop needs for the staff.</p> <p>Ensure that school facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. Implement and monitor school policies and safety protocols.</p> <p>Overview administrative tasks (e.g. updating employee records)</p>
Jacques-Ousley, Emily	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.</p> <p>Sets clear expectations for instruction (Rigor, Relevance, and Relationships);</p> <p>Consistently analyzing student data for instructional improvement, development and implementation of quality standards-based curricula;</p> <p>Collaboratively working with teachers and coaches to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments;</p> <p>Facilitates effective professional development; monitor implementation of critical initiatives;</p> <p>Research and acquire researched based resources to improve student achievement by closing the gaps and accelerating learning.</p> <p>Securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;</p> <p>Providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;</p> <p>Employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;</p> <p>Using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</p> <p>.</p>



Name	Position Title	Job Duties and Responsibilities
Norquist, Brenda	Reading Coach	<p>The Elementary Instructional Coach will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers.</p> <p>The Reading Coach will be responsible for the following:</p> <ul style="list-style-type: none"> <li>Collaborative Planning</li> <li>Coaching Cycle</li> <li>Data Analysis</li> <li>SIP Planning</li> <li>Family Engagement</li> <li>Title I Budget</li> </ul> <p>Assesses children throughout the school and identifies children at-risk. Designs and implements academic interventions using research based methodology in reading and/or math. Communicates with school personnel and parents of children regarding reading and/or math level and rate of progress. Differentiates instruction based on assessment data. Documents interventions and progress on each child with whom you support. Assists teachers by providing professional development in the area of early literacy as needed. Works with the school leadership team to guide and monitor the progress of each child. Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Shares student data with applicable teachers and administration. Provides pre and post-assessment data to teachers and administrators. Provides small group instruction. Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of each student to ensure success. Supervises students in a variety of school related settings. Communicates and interacts with students, parents, staff and community. Develops, selects and modifies instructional plans and materials to meet the needs of all students. Maintains appropriate records and follows required procedures and practices. Administers informal and formal assessments. Evaluates and assesses student progress against instructional objectives. Work cooperatively with the administration and staff to schedule meetings. Knowledge of educational research, trends, and best practices. Actively participates in faculty and/or department meetings.</p>
VanBibber, Susan	Reading Coach	<p>Assesses children throughout the school and identifies children at-risk. Designs and implements academic interventions using research based</p>

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

Name	Position Title	Job Duties and Responsibilities
		<p>improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers.</p> <p>The Math Coach will be responsible for the following:</p> <ul style="list-style-type: none"> <li>Collaborative Planning</li> <li>Coaching Cycle</li> <li>Data Analysis</li> <li>SIP Planning</li> <li>Family Engagement</li> </ul> <p>Assesses children throughout the school and identifies children at-risk. Designs and implements academic interventions using research based methodology in reading and/or math.</p> <p>Communicates with school personnel and parents of children regarding reading and/or math level and rate of progress.</p> <p>Differentiates instruction based on assessment data. Documents interventions and progress on each child with whom you support. Assists teachers by providing professional development in the area of early literacy as needed. Works with the school leadership team to guide and monitor the progress of each child.</p> <p>Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Shares student data with applicable teachers and administration. Provides pre and post-assessment data to teachers and administrators. Provides small group instruction.</p> <p>Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of each student to ensure success. Supervises students in a variety of school related settings. Communicates and interacts with students, parents, staff and community. Develops, selects and modifies instructional plans and materials to meet the needs of all students. Maintains appropriate records and follows required procedures and practices. Administers informal and formal assessments. Evaluates and assesses student progress against instructional objectives. Work cooperatively with the administration and staff to schedule meetings. Knowledge of educational research, trends, and best practices. Actively participates in faculty and/or department meetings.</p>
Cress, Tammy	Other	<p>Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative.</p> <p>Provides the level and frequency of direct support to students and teachers based upon general educators and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Models small group instruction to ESE students in general classes, as well as in a pullout setting. Serves as a resource to school personnel regarding ESE rules and regulations. Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP. Provide support for ESE student achievement in the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>general education classroom through cooperative consultation and support facilitation. Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes. Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results.</p>
Walton, Melissa	Psychologist	<p>The School Psychologist is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments.</p>
Kelley, Bobbi	Instructional Media	<p>Media Specialist is responsible for promoting, supporting and encouraging literacy; maintaining library collection and controlling audio visual equipment at school site; assisting students, staff and community in utilizing library resources; performing clerical functions related to collection, processing, circulation, maintenance, and inventory of library and curriculum materials. The Media Specialist uses STAR data to determine needs of the school and individual students.</p>
Williams, Neena	Instructional Coach	<p>Assesses children throughout the school and identifies children at-risk. Designs and implements academic interventions using research based methodology in reading, math and science. Communicates with school personnel and parents of children regarding reading and/or math level and rate of progress. Differentiates instruction based on assessment data. Documents interventions and progress on each child with whom you support. Assists teachers by providing professional development in the area of early literacy as needed. Works with the school leadership team to guide and monitor the progress of each child. Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Shares student data with applicable teachers and administration. Provides pre and post-assessment data to teachers and administrators. Provides small group instruction. Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of each student to ensure success. Supervises students in a variety of school related settings.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Communicates and interacts with students, parents, staff and community. Develops, selects and modifies instructional plans and materials to meet the needs of all students. Maintains appropriate records and follows required procedures and practices. Administers informal and formal assessments. Evaluates and assesses student progress against instructional objectives. Work cooperatively with the administration and staff to schedule meetings. Knowledge of educational research, trends, and best practices. Actively participates in faculty and/or department meetings. The Elementary Instructional Coach will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The Math/Science Coach will be responsible for the following:</p> <ul style="list-style-type: none"> <li>Collaborative Planning</li> <li>Coaching Cycle</li> <li>Data Analysis</li> <li>SIP Planning</li> <li>Family Engagement</li> </ul>

### Demographic Information

#### Principal start date

Saturday 7/1/2017, Gregory Deal

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

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.*

5

**Total number of teacher positions allocated to the school**

55

**Total number of students enrolled at the school**

614

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

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.  
12

## 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

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

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	17	15	37	35	34	31	0	0	0	0	0	0	0	169

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	5	2	1	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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



**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	17	15	37	35	34	31	0	0	0	0	0	0	0	169

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	5	2	1	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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				46%	51%	57%	39%	50%	56%
ELA Learning Gains				56%	51%	58%	48%	51%	55%
ELA Lowest 25th Percentile				63%	49%	53%	48%	45%	48%
Math Achievement				56%	57%	63%	59%	58%	62%
Math Learning Gains				60%	56%	62%	71%	56%	59%
Math Lowest 25th Percentile				48%	47%	51%	53%	44%	47%
Science Achievement				49%	47%	53%	39%	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	43%	52%	-9%	58%	-15%
Cohort Comparison						
04	2021					
	2019	45%	48%	-3%	58%	-13%
Cohort Comparison		-43%				
05	2021					
	2019	46%	47%	-1%	56%	-10%
Cohort Comparison		-45%				



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	56%	0%	62%	-6%
Cohort Comparison						
04	2021					
	2019	51%	56%	-5%	64%	-13%
Cohort Comparison		-56%				
05	2021					
	2019	61%	51%	10%	60%	1%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	45%	5%	53%	-3%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

Inzata through ClassLink - used the SIP icon on Inzata Dashboard - Early Lit and STAR reading and math

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	65	53
	Economically Disadvantaged	51	62	46
	Students With Disabilities	36	43	38
	English Language Learners	44	54	41
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88	74	50
	Economically Disadvantaged	82	72	45
	Students With Disabilities	0	4	4
	English Language Learners	100	63	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	48	38
	Economically Disadvantaged	35	47	32
	Students With Disabilities	9	35	20
	English Language Learners	45	50	41
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	39	33
	Economically Disadvantaged	25	30	24
	Students With Disabilities	8	9	4
	English Language Learners	31	25	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	51	39
	Economically Disadvantaged	35	45	34
	Students With Disabilities	17	30	13
	English Language Learners	46	54	45

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	25	23
	Economically Disadvantaged	24	23	20
	Students With Disabilities	4	6	3
	English Language Learners	13	20	15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	39	40
	Economically Disadvantaged	33	35	35
	Students With Disabilities	31	34	27
	English Language Learners	33	38	34
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	48	41
	Economically Disadvantaged	30	44	36
	Students With Disabilities	5	5	21
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	45	39
	Economically Disadvantaged	33	42	36
	Students With Disabilities	19	13	5
	English Language Learners	37	39	33
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	51	51	77
	Economically Disadvantaged	44	40	73
	Students With Disabilities	15	29	69
	English Language Learners	51	51	84

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	18	39	54	27	71	75	41				
ELL	38	40		49	90		37				
BLK	29	52	40	31	55		33				
HSP	43	50	55	47	76		41				
MUL	20			10							
WHT	46	36		55	48		58				
FRL	36	44	38	39	60	65	32				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	18	38	32	23	40	31	31				
ELL	44	63	79	57	69	58	44				
BLK	31	45	54	42	43	27	28				
HSP	49	67	77	60	68	63	57				
WHT	57	49		61	56	40	56				
FRL	42	52	61	52	61	53	43				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	23	47	47	40	58	39	29				
ELL	22	38	50	52	65	40	12				
BLK	36	53	47	41	56	50	41				
HSP	35	43	44	59	68	50	29				
MUL	27			82							
WHT	47	48	50	69	81	64	52				
FRL	38	47	51	58	70	56	38				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	40
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	52
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	15
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	49
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Less parent involvement in intermediate grades, attendance - 44% of our Level 1 & 2 in 3rd grade - Black ESSA groups had poor attendance, 35% of our 3rd grade SWD students who scored Level 1 or 2 have poor attendance in the Polk Early Warning.

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

Overall ELA proficiency and Math lowest 25%

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

Students not reading on grade level due to non-mastery of foundational skills, lack of Math MTSS, and consistent implementation of MTSS. Consistent high visibility of Leadership during III time to ensure iii is being implemented with research-based strategies. Progress Monitoring of data during planning of iii for teacher accountability. Implement SIPPS in 3rd, 4th and 5th for all tier 2 and tier 3 students. Progress Monitoring of AR Diagnostic Reports

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

ELA Lowest 25% 2018 48% to 2019 63%

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

Providing small group interventions utilizing staff, implementing school wide AR, purposeful in planning instructional strategies for our reading standards and exactly which students to provide extra support to. Incorporating more text based writing and non-fiction reading during small groups. Providing specific feedback, and teachers were given time to do peer observations during planning.

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

planning for rigorous, standard based instruction to be implemented during 120 minute reading block, data analysis to identify students needs to target instruction for accelerate learning; pushing up AR ZPD levels on a monthly basis; implement cross content writing;

**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.**

Schoology Professional Development on B.E.S.T standards for K-2nd grade teachers; Data analysis to include weekly assessments; STAR/AR; CBM assessments; Science Quarterly assessments. Professional Development on school wide Writing strategies.

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

Feedback and collaboration from administration, school based and district coaches focusing on instructional strategies to include reading, math, science and writing cross content integration. Student portfolios, progress monitoring folders and vertical planning to ensure sustainability. After school tutoring will be offered to specifically identified students.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	<p>ELA Proficiency &amp; targeting individual students and groups of students (specifically our SWD and Black students) teachers and interventionists should be able to increase proficiency schoolwide.</p> <p>Based on our 2021 3rd grade FSA scores, only 39% of our 3rd graders are proficient. Based on our Spring 2021 STAR reading scores, only 23% of our 4th graders are proficient. All classrooms will be engaged in rigorous, standards-based instruction during the daily ELA block in order to meet grade level expectations and accelerate learning.</p> <p>Rationale:  50% of our students entering 3rd grade are not proficient based on April 2021 2nd STAR reading  28 out of 95 of our students entering 4th grade scored a level 1 on their 3rd 2021 ELA FSA  30 out of 95 of our students entering 4th grade scored a level 2 on their 3rd 2021 ELA FSA  77% of our students entering 5th grade are not proficient in reading</p>
<b>Measurable Outcome:</b>	<p>The percentage of proficient ELA students all grade level will be 55% or higher on Spring STAR assessment and on FSA.</p>
<b>Monitoring:</b>	<p>Monitoring AR diagnostic reports, which allow teachers to track students' independent reading level weekly to determine whether they are successfully reading and testing on or above grade level. Teachers will adjust the ZPD of each student every 3-4 weeks in order to increase the students' reading levels throughout the school year. Students will read and take AR tests weekly, with the goal that every student will earn a minimum of 50 points, at 85% accuracy, on grade level or higher by the FSA ELA test date.</p> <p>Monitoring STAR data, which will be used to compare students' current levels to those they achieved on FSA ELA in 3rd grade.</p> <p>Monitoring the Implementation of SIPPS - research based Systematic Intensive Phonics Program for our Tier 2 and Tier 3 students in 3rd, 4th and 5th.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Gregory Deal (gregory.deal@polk-fl.net)</p>
<b>Evidence-based Strategy:</b>	<p>The strong correlation between STAR assessment scores, AR points/accuracy/book level, and FSA have been documented throughout the past 3 years. Students who earn 50 or more points at 85% accuracy on or above grade level are more likely to be proficient. The use of AR diagnostic and STAR reports will allow teachers the ability to make weekly and/or quarterly adjustments to individual student's learning.</p> <p>SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading.</p> <p>The SIPPS program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>There is a strong correlation between STAR assessment scores, AR points/accuracy/book level, and FSA. Research has shown and been documented throughout the past 3 years of students who earn 50 or more points at 85% accuracy on or above grade level are more likely to be proficient.</p> <p>SIPPS aligns with the MTSS framework and can be used across all three tiers. Explicit and systematic lessons develop phonological awareness, spelling-sound relationships,</p>



decoding, and sight word knowledge that work together to develop accuracy and automaticity.

### Action Steps to Implement

1. AR Diagnostic Reports analyzed weekly by classroom teachers, coaches and admin
2. Give the SIPPS Pre-assessment to all Tier 2 and Tier 3 students in 3rd, 4th and 5th in the first month of school.
3. Implement SIPPS starting in September to all Tier 2 and Tier 3 students
4. Classroom observations and teacher implementation of the standards by administration
5. Analysis of student products, formative and summative data.
6. Weekly collaborative planning with Literacy coaches
7. Library books will be purchased to ensure enough reading materials at all reading levels.
8. After school tutoring will be offered for students.
9. Teachers will make parent phone calls to inform them of their child's academic and behavioral status.
- 10 Professional Development in SIPPS
11. Move ZPD levels every 3-4 weeks - planning
12. Coaches will co-teach with small groups in classroom
13. Progress Monitoring - STAR CBM - fluency/foundational skills

**Person Responsible** Emily Jacques-Ousley (emily.jacquesousley@polk-fl.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	<p>Math Proficiency and targeting individual students and groups of students (specifically our SWD and Black students) teachers and interventionists should be able to increase proficiency schoolwide.</p> <p>Based on 2021 Spring STAR data our students in 3rd, 4th and 5th are below 50% proficiency. All classrooms will be engaged in rigorous, standards based math instruction during the daily math block in order to meet previous and current grade level expectations and to accelerate learning.</p> <p>Rationale: Based on 2021 Spring STAR data, 62% students entering 3rd grade are not proficient in Math. 61% students entering 4th grade are not proficient in Math. 60% students entering 5th grade are not proficient in Math.</p>
<b>Measurable Outcome:</b>	The percentage of proficient Math students at each grade level will be 55% or higher on Spring 2022 STAR assessment and on FSA.
<b>Monitoring:</b>	<p>Monitoring STAR assessment data, which will be used to compare students current levels to those they achieved on FSA Math in 2021.</p> <p>Monitoring math module data so that teachers have the ability to provide individual students remediation as needed based on their lack of proficiency by standard.</p>
<b>Person responsible for monitoring outcome:</b>	Gregory Deal (gregory.deal@polk-fl.net)
<b>Evidence-based Strategy:</b>	<p>The strong correlation between STAR assessment data and FSA has been researched and documented. The STAR reports will allow teachers the ability to make quarterly adjustments to individual student's learning.</p> <p>The math module results will allow teachers the ability to provide individual students remediation as needed based on their lack of proficiency by standard.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>The strong correlation between STAR assessment data and FSA has been researched and documented. The STAR reports will allow teachers the ability to make quarterly adjustments to individual student's learning.</p> <p>The math module results will allow teachers the ability to provide individual students remediation as needed based on their lack of proficiency by standard.</p>

**Action Steps to Implement**

1. STAR reports analyzed by classroom teachers, coaches and administration.
2. Classroom observations and teacher implementation of the standards by administration.
3. Analysis of student products, formative and summative assessment data.
4. 3rd-5th will meet for Collaborative Planning on a weekly basis and K- 2nd will meet bi-weekly.
5. Teachers will use Reflex Math daily on a consistent basis to support mathematical fluency.
6. Progress Monitoring - STAR CBM -fluency/foundational
7. Monitor math module data during collaborative planning.
8. Teachers will make parent phone calls to inform them of their child's academic and behavioral status
9. Coaches will co-teach with small groups of students in classrooms.

**Person Responsible** Emily Jacques-Ousley (emily.jacquesousley@polk-fl.net)

**#3. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Based on our 2021 Spring FSA scores only 37% of our 3rd graders are proficient readers scoring a level 3 or higher and only 26% of our 4th graders are proficient readers scoring a level 3 or higher. Based on our Fall 2021 STAR scores, we have 35% kindergartners, 48% 1st graders, 31% 2nd graders, 47% 3rd graders, 43% 4th graders and 25% 5th graders scoring as proficient readers (40 Percentile Rank or higher)
<b>Measurable Outcome:</b>	Increase our reading proficiency in grades K-5th from 38% to 62% proficiency on our 2022 Spring STAR scores and FSA scores.
<b>Monitoring:</b>	Administration, instructional coaches and teachers will consistently analyze our bi-weekly reading assessments, weekly AR results to include comprehension percentage, and book level during our weekly leadership meetings and PLCs with our teachers.
<b>Person responsible for monitoring outcome:</b>	Emily Jacques-Ousley (emily.jacquesousley@polk-fl.net)
<b>Evidence-based Strategy:</b>	SIPPS is a research-based foundational skills program proven to help both new and struggling readers. The scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on all six components of literacy. Research tells us there is a specific path that leads to reading fluency. To guide readers through each stage of the continuum, each SIPPS level corresponds to a specific stage of reading development: simple alphabetic, spelling pattern, and polysyllabic/morphemic.
<b>Rationale for Evidence-based Strategy:</b>	Based on our 2021 data, our students lack the foundational skills needed to be a fluent reader. Research tells us there is a specific path that leads to reading fluency. To guide readers through each stage of the continuum, each SIPPS level corresponds to a specific stage of reading development: simple alphabetic, spelling pattern, and polysyllabic/morphemic.

**Action Steps to Implement**

September 2021 Students were given the placement assessment  
 October 2021 Teachers and paras began meeting with our students 5 days a week for 30 minutes outside of their reading block.  
 Every 10 lessons each student will be given a mastery test to monitor progress.

**Person Responsible** Emily Jacques-Ousley (emily.jacquesousley@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.

**In referring to SafeschoolsforAlex.org, we ranked #811 out of 1,395 schools. For our county, we ranked #39 out of 58. We reported 0.7 incidents per 100 students. When compared to all elementary schools statewide, we fall in the moderate category.**

**In analyzing our data from 2020-2021, 63% of our referrals came from the classrooms, 7% from the cafeteria, 18% from PE, 2% on the bus, 4% in the hallways and 4% on school grounds.**

**SHE implements a school wide PBIS plan. Teachers will provide lessons on classroom and common area behavior expectations, including bus expectations. Behavior expectations are modeled, taught and practiced in all common areas of the school and monitored by all staff members on campus.**

**Students will record their behavior points earned daily on their tracking sheet and will be recognized twice during each 9 week period for demonstrating best effort and behavior. Students who earn a minimum of 80% of their points will attend the celebrations.**

**PBiS committee will meet monthly to analyze discipline data, behavior trends and solutions to help with students who are repeatedly not making good behavior choices.**

**Teachers provide daily Sanford Harmony community building lessons, team building activities embedded within academics and monthly character building lessons in each classroom.**

**SAC Committee includes staff members, parents and community members which meet quarterly to discuss areas of strengths and concerns to include behavior and discipline data.**

#### **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.**

We offer a welcoming school atmosphere through positive interactions with staff, students, families and our community. There is high visibility with administration and we offer an open door policy with our staff and families. We have an Annual Parent Meeting at the beginning of the school year to discuss school wide expectations, meet our families, and provide resources to our students and families. During the school year, we offer family involvement events where we provide families information related to child development and how to create supportive learning environments.

We communicate with our staff and families through various avenues such as ClassDoJo, Facebook, the school web page, phone calls, emails and conferences.

Through SAC and volunteer recruitment, we engage families in school planning, leadership, and meaningful volunteer opportunities.

Social Emotional learning (Math Module 0) to promote healthy group dynamics including Relationship skills, Self-Awareness and Social Awareness.

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

We offer a welcoming school atmosphere through positive interactions with staff, students, families and our community. There is high visibility with administration and we offer an open door policy with our staff and families. We have an Annual Parent Meeting at the beginning of the school year to discuss school wide expectations, meet our families, and provide resources to our students and families. During the school year, we offer family involvement events where we provide families information related to child development and how to create supportive learning environments.

We communicate with our staff and families through various avenues such as ClassDoJo, Facebook, the school web page, phone calls, emails and conferences.

Through SAC and volunteer recruitment, we engage families in school planning, leadership, and meaningful volunteer opportunities.

Social Emotional learning (Math Module 0) to promote healthy group dynamics including Relationship skills, Self-Awareness and Social Awareness.

## **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00