2013-2014 SCHOOL IMPROVEMENT PLAN

Sleepy Hill Middle School

2215 SLEEPY HILL RD

Lakeland, FL 33810

863-815-6577

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	84%

Alternative/ESE Center	Charter School	Minority Rate
No	No	72%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	D	D	C	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sleepy Hill Middle School

Principal
Kathryn Blackburn

School Advisory Council chair
Marlo Roberts

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kathryn Blackburn	Principal
Laura Bailey	Assistant Principal
John Campbell	Teacher Resource
Jennifer Bookhamer	Teacher Resource
Alathea Towles	Instructional Coach
Patricia Bolding	Instructional Coach
Doleciea Hearns	Assistant Principal

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council (SAC) is currently comprised of 61% community members and 39% school-based members.
Membership is as follows:
Two administrators
One district personnel
Three teachers
Six support staff
Four business partners
Eight parents

Seven students
Total membership- 31 SAC members

Involvement of the SAC in the development of the SIP

The SAC will meet to review and revise the School Improvement Plan quarterly and will make revisions as needed.

Activities of the SAC for the upcoming school year

The SAC will meet monthly. They will be involved with revising the School Improvement Plan as needed. They will be instrumental in making decisions in safety, students and funding.

Projected use of school improvement funds, including the amount allocated to each project

To be determined.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
3

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kathryn Blackburn		
Principal	Years as Administrator: 13	Years at Current School: 3

Credentials

BA- Elementary Education
MS- Educational Leadership
Educational Doctorate

Performance Record

Sleepy Hill Middle School 2010-2011:
Grade: C
Reading Proficiency- 46%
Reading Gains for Lowest 25%- 71%
Math Proficiency- 56%
Math Gains for Lowest 25%- 68%
Science Proficiency- 24%
Writing Proficiency- 94%
Sleepy Hill Middle School 2011-2012:
Grade: D
Reading Proficiency- 38%
Reading Gains for Lowest 25%- 58%
Math Proficiency- 30%
Math Gains for Lowest 25%- 51%
Science Proficiency-25%
Writing Proficiency- 77%
Sleepy Hill Middle School 2012-2013:
Grade: D
Reading Proficiency- 45%
Reading Gains for Lowest 25%- 62%
Math Proficiency- 33%
Math Gains for Lowest 25%- 53%
Science Proficiency-23%
Writing Proficiency- 44%
Did Not Meet AMO Reading Target of 49%- 45%
Did Not Meet AMO Math Target of 44%- 33%

Laura Bailey		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	BS- English Education, University of Central Florida; MS-Educational Leadership, University of South Florida Certification- English Education 6-12, ESOL Endorsement, Educational Leadership K-12,State of Florida
Performance Record	Sleepy Hill Middle School 2010-2011: Grade: C Reading Proficiency- 46% Reading Gains for Lowest 25%- 71% Math Proficiency- 56% Math Gains for Lowest 25%- 68% Science Proficiency- 24% Writing Proficiency- 94% Sleepy Hill Middle School 2011-2012: Grade: D Reading Proficiency- 38% Reading Gains for Lowest 25%- 58% Math Proficiency- 30% Math Gains for Lowest 25%- 51% Science Proficiency-25% Writing Proficiency- 77% Sleepy Hill Middle School 2012-2013: Grade: D Reading Proficiency- 45% Reading Gains for Lowest 25%- 62% Math Proficiency- 33% Math Gains for Lowest 25%- 53% Science Proficiency-23% Writing Proficiency- 44% Did Not Meet AMO Reading Target of 49%- 45% Did Not Meet AMO Math Target of 44%- 33%

Doleciea Hearns		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	B.S.-Interdisciplinary Social Sciences- University of South Florida Masters in Educational Leadership K-12- Univeristy of South Florida Certification ESE K-12, Educational Leadership- All Levels
Performance Record	

Instructional Coaches

of instructional coaches
2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Alathea Towles

Full-time / School-based	Years as Coach: 3	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Bachelor of Science in Education Masters in Educational Leadership Certifications: PreK/Primary (age3-grade3), Elementary Education (grade1-6), Ed. Leadership K-12, ESOL Endorsement, Reading Endorsement
Performance Record	Sleepy Hill Middle School 2010-2011: Grade: C Reading Proficiency- 46% Reading Gains for Lowest 25%- 71% Sleepy Hill Middle School 2011-2012: Grade: D Reading Proficiency- 38% Reading Gains for Lowest 25%- 58% Sleepy Hill Middle School 2012-2013: Grade: D Reading Proficiency- 45% Reading Gains for Lowest 25%- 62% Did Not Meet AMO Reading Target of 49%- 45%

Patricia Bolding

Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Mathematics
Credentials	Certification: Math 5-9
Performance Record	N/A- First year at current school.

Classroom Teachers

# of classroom teachers

62

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

100%

 # certified in-field

62, 100%

 # ESOL endorsed

21, 34%

 # reading endorsed

10, 16%

 # with advanced degrees

25, 40%

 # National Board Certified

2, 3%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

19, 31%

 # with 6-14 years of experience

21, 34%

 # with 15 or more years of experience

21, 34%

Education Paraprofessionals

# of paraprofessionals

9

 # Highly Qualified

100, 1111%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The following strategies to recruit and retain highly qualified, certified in-field, effective teachers will be implemented:
1.Monthly meetings highlighting
topics/issues of concern.
2.The partnering of new teachers with veteran
staff.
3. Observations of experienced teachers
for gaining knowledge of various
teaching strategies.
4. Feedback on evaluations/classroom

walk-throughs throughout the school year.
5. A safe/orderly work environment.
6. Additional training, strategies and support in classroom management for new teachers and/or teachers in need of help.
Those responsible for implementing the above strategies are:
Administration
Resource Teachers
Leadership Team

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Planned Mentoring Activities Rationale for Pairings
Monthly meetings highlighting AP's and Reading Coach oversee beginning teachers.
topics/issues of concern.
Observations of experienced teachers Leadership Team oversees instructional strategies being used in
for gaining knowledge of various classrooms and classroom management concerns and strategies.
teaching strategies.
Feedback on evaluations/classroom AP's and Reading Coach hold monthly meetings with new and
walk-throughs throughout the school year. struggling teachers to address concerns and topics pertinent to
the time.
Additional training, strategies and support AP's and Reading Coach oversee the beginning teacher in classroom management for new process to ensure all paperwork is completed correctly and on teachers and/or teachers in need of time.
help.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

District and state data is reviewed. All Tier II students receive intensive instruction in tested content areas. Resource teachers are assigned to each tested content area and offer teacher support by conferencing/coaching and modeling effective instructional strategies that promote student engagement and meet student needs. Core instruction is monitored weekly by using common benchmark assessment data, district progress monitoring data and teacher formative assessments. Communication and feedback are relayed by coaches, resource, and administration via weekly data chats.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Doleciea Hearns- Coach- facilitates MTSS meetings and develops and monitors intervention plans.
Sandy Mathieu- Secretary- records meeting minutes and develops and implements interventionplans.
Arlo Winslow-6th grade Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and

monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Lyndsey Selby- 7th Grade Representative-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Fahim Kishta- 8th Grade representative-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Jennifer Warren- ESE Representative-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

John Campbell- Parent Involvement-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Mark Neely- School Psychologist-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS Leadership Team meets monthly to review student assessment and disciplinary data and makes any revisions to implementation plans as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Student assessments are administered that focus on strands already taught in core content area classes. If the data reveals that the student is struggling in reading, mathematics, science and/or writing, then supplemental and intensive support are provided. Resource teachers meet with teachers during common planning time to develop lesson plans that focus on student engagement. In addition, daily walk throughs by administration and coaches provide essential monitoring information that is shared with teachers in all core content areas. Specific feedback is provided to teachers in the core content areas that through observation warrants assistance in standard-based instruction and student engagement.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

District and school level MTSS Leadership Team work together to effectively communicate with parents so that there is a clear understanding of the purpose and procedures of MTSS. The forms of communication are as follows: SAC, faculty meetings and on an as needed basis with staff and parents.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,240

Provide after school tutoring for students who are in need of remediation in reading, math, science and writing.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and post assessments are administered to determine student progress.

Who is responsible for monitoring implementation of this strategy?

Classroom Teacher(s), Math Resource Teacher

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kathryn Blackburn	Principal
Laura Bailey	Assistant Principal
Alathea Towles	Reading Coach
Michelle Yamano	Reading Teacher
Rhonda Rice	Reading/ESE Teacher
Beth Walls	Media Specialist
Jennifer Bookhamer	Resource Teacher

How the school-based LLT functions

Scheduled bi-monthly meetings facilitated by the assistant principal. Each member is responsible for contributing to the development of professional development and curriculum support/materials, modeling effective teaching strategies, and monitoring implemented practices. The team is responsible for brainstorming and problem solving to support struggling students. They are also responsible for developing a plan to integrate technology to support and motivate struggling readers.

Major initiatives of the LLT

High yield strategies will focus on common core standards and will consist of summarizing, extended thinking, vocabulary, and novel-based instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Common Core Standards are being implemented in Language Arts to ensure the correlation between reading and writing. DBQ's are implemented in Social Studies Classrooms and involve the use extensive

reading passages that include elevated vocabulary and extended thinking skills. CISM strategies are used school-wide to help promote vocabulary development as well as summarization and high-order thinking skills. FCAT Stem Questions are provided to all teachers to assist in high-order questioning regarding reading strategies.

Feedback from classroom walk-throughs will include a focus on the integration of reading and writing strategies used by all teachers. Support will be given to those teachers who show a need for improvement.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students are eligible to apply for the Pre-Aerospace Academy. This program focuses on the integration of aeronautics and technology. Academics are integrated by focusing on both standard skills as well as skills related to aerospace.

Students who are eligible to be in the STEAM Academy focus on advanced skills in both academics and technology. This program promotes science, engineering and technology, while developing students for Advanced Placement Courses.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The eighth-grade guidance counselor meets with students as they learn about their career interests. Career Planning is also provided to eighth-grade students within their US History classes. Seventh-grade students are provided career planning through Choices and their guidance counselor.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	45%	No	54%
American Indian				
Asian				
Black/African American	39%	35%	No	45%
Hispanic	52%	44%	No	57%
White	56%	50%	No	60%
English language learners	40%	21%	No	46%
Students with disabilities	33%	23%	No	39%
Economically disadvantaged	46%	42%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	202	25%	30%
Students scoring at or above Achievement Level 4	145	18%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	537	65%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	127	62%	100%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	23	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	23%	28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	263	44%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		65%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	33%	No	50%
American Indian				
Asian				
Black/African American	32%	23%	No	39%
Hispanic	49%	32%	No	54%
White	49%	41%	No	54%
English language learners	43%	12%	No	49%
Students with disabilities	30%	15%	No	37%
Economically disadvantaged	43%	30%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	175	21%	29%
Students scoring at or above Achievement Level 4	77	9%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	427	52%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	108	53%	100%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	153	19%	21%
Middle school performance on high school EOC and industry certifications	90	55%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	57%	62%
Students scoring at or above Achievement Level 4	10	10%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	13%	18%
Students scoring at or above Achievement Level 4	24	9%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		65%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	228	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	399	48%	48%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	37	84%	84%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	85%
Students taking CTE industry certification exams	42	11%	15%
Passing rate (%) for students who take CTE industry certification exams		21%	25%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	4%	6%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	7%	4%
Students who fail a mathematics course	31	4%	2%
Students who fail an English Language Arts course	7	1%	0%
Students who fail two or more courses in any subject	48	6%	3%
Students who receive two or more behavior referrals	125	15%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	216	26%	13%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To improve parental involvement through more frequent and various forms of communication and family-focused activities and events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
25% or 210 Sleepy Hill Middle School parents will attend a school function during the 2012-2013 school year.	164	20%	25%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will increase student engagement through collaborative structures in all classrooms.

G2. Teachers will implement standard-based instruction in all classrooms.

Goals Detail

G1. All teachers will increase student engagement through collaborative structures in all classrooms.

Targets Supported

Resources Available to Support the Goal

- School-Based and District Coaches and Administration.

Targeted Barriers to Achieving the Goal

- Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom.

Plan to Monitor Progress Toward the Goal

Classroom Walk-Thru Observations and Lesson Plan Evaluations

Person or Persons Responsible

School-Based Coaches and Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.

G2. Teachers will implement standard-based instruction in all classrooms.

Targets Supported

Resources Available to Support the Goal

- School-Based, District Coaches

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge of standards to deliver standard-based instruction.

Plan to Monitor Progress Toward the Goal

Classroom Walk-Thru Observations and Lesson Plan Evaluation

Person or Persons Responsible

School-Based Coaches and Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson Plans, Classroom Walk-Thru Feedback, Student Data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All teachers will increase student engagement through collaborative structures in all classrooms.

G1.B1 Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom.

G1.B1.S1 Develop a concensus by all stakeholders regarding student engagement and provide the necessary professional development for teachers.

Action Step 1

Research and become proficient in agreed upon expectations for student engagement and communicate expectations to teachers through PLC.

Person or Persons Responsible

School-Based Coaches and Administration.

Target Dates or Schedule

Research completed by 11/8 Communicate to teachers by 11/15

Evidence of Completion

Classroom Walk-Thru Observations and Feedback

Facilitator:

School-Based Coaches and Administration.

Participants:

All classroom teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Classroom Walk-Thrus, Lesson Plans, PowerPoints

Person or Persons Responsible

School-Based Coaches and Administration.

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Thru Observations and Feedback, Lesson Plan Evaluations.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom Walk-Thru Observations and Lesson Plans

Person or Persons Responsible

School-Based Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.

G2. Teachers will implement standard-based instruction in all classrooms.

G2.B1 Lack of teacher knowledge of standards to deliver standard-based instruction.

G2.B1.S1 Capacity building of content/discipline standards.

Action Step 1

Develop training cycle to include direct instruction to teachers and modeling/co-teaching as needed and unpacking standards during common planning.

Person or Persons Responsible

School-Based, Regional, District Coaches and Administration.

Target Dates or Schedule

Administration and Coaches- 11/8 Roll out to teachers- 11/15

Evidence of Completion

Implementation in classrooms, Follow-up feedback

Facilitator:

School-Based and District Coaches and Administration.

Participants:

All classroom teachers.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Calendar of training, sign-in sheets, agenda, minutes.

Person or Persons Responsible

School-Based Coaches and Administration.

Target Dates or Schedule

Training- by 11/15 Monitoring- weekly

Evidence of Completion

Lesson plans, Observations

Plan to Monitor Effectiveness of G2.B1.S1

Lesson Plans, Classroom Walk-Thru Data

Person or Persons Responsible

School-Based Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student Progress Monitoring Data and Standardized Test Scores.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Funds school-wide services to Sleepy Hill Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after school/summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant
N/A
Title I, Part D
Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned schools. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II
Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II – D funds. Funds available to Sleepy Hill Middle School are used to purchase technology based professional development software.
Title III
The district provides services for educational materials and support for families who are English Language Learners (ELL).
Title VI, Part B
N/A
Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in coordination with the Migrant Education Program (MEP) funded through Title I, Part C
Supplemental Academic Instruction (SAI)
Funding for SAI will be used in conjunction with Title 1 funds to provide after school tutoring for students who are in need of remediation in reading, math, science and writing
Violence Prevention Programs
Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs
N/A
Housing Programs
N/A
Head Start
N/A
Adult Education
Sleepy Hill Middle School houses a GED program offered to adults in the area as well as parents.
Career and Technical Education
The eighth-grade guidance counselor meets with students as they learn about their career interests. Career Planning is also provided to eighth-grade students within their US History classes. Seventh-grade students are provided career planning through Choices and their guidance counselor.

Job Training
N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will increase student engagement through collaborative structures in all classrooms.

G1.B1 Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom.

G1.B1.S1 Develop a concensus by all stakeholders regarding student engagement and provide the necessary professional development for teachers.

PD Opportunity 1

Research and become proficient in agreed upon expectations for student engagement and communicate expectations to teachers through PLC.

Facilitator

School-Based Coaches and Administration.

Participants

All classroom teachers.

Target Dates or Schedule

Research completed by 11/8 Communicate to teachers by 11/15

Evidence of Completion

Classroom Walk-Thru Observations and Feedback

G2. Teachers will implement standard-based instruction in all classrooms.

G2.B1 Lack of teacher knowledge of standards to deliver standard-based instruction.

G2.B1.S1 Capacity building of content/discipline standards.

PD Opportunity 1

Develop training cycle to include direct instruction to teachers and modeling/co-teaching as needed and unpacking standards during common planning.

Facilitator

School-Based and District Coaches and Administration.

Participants

All classroom teachers.

Target Dates or Schedule

Administration and Coaches- 11/8 Roll out to teachers- 11/15

Evidence of Completion

Implementation in classrooms, Follow-up feedback

Appendix 2: Budget to Support School Improvement Goals