Sleepy Hill Elementary School

2022-23 Schoolwide Improvement Plan

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Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

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

Demographics

Principal: Gregory Deal

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: B (54%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2021-22 Title I School

Yes

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

73%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

As 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Deal, Gregory	Principal	Sets clear expectations for instruction (Rigor, Relevance, and Relationships). 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. 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. 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. Overview administrative tasks (e.g. updating employee records)
Jacques-Ousley, Emily	Assistant Principal	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. Sets clear expectations for instruction (Rigor, Relevance, and Relationships); Consistently analyzing student data for instructional improvement, development and implementation of quality standards-based curricula; 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; Facilitates effective professional development; monitor implementation of critical initiatives; Research and acquire researched based resources to improve student achievement by closing the gaps and accelerating learning. Securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; Providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; Employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; Using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to

Name	Position Title	Job Duties and Responsibilities
		listen and learn from and building and maintaining relationships with students, faculty, parents, and community.
Norquist, Brenda	Instructional Coach	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 Reading Coach and administration will be responsible for the following: Collaborative Planning Coaching Cycle Data Analysis SIP Planning Family Engagement Title I Budget Works with teachers to differentiate 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. Provides small group instruction. Communicates and interacts with students, parents, staff and community. 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.
VanBibber, Susan	Instructional Coach	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

Name	Position Title	Job Duties and Responsibilities
		improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The Reading Coach and administration will be responsible for the following: Collaborative Planning Coaching Cycle Data Analysis SIP Planning Works with teachers to assesses children throughout the school and identifies children at risk. Designs and implements academic interventions using research based methodology in reading. 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. Provides small group instruction. Communicates and interacts with students, parents, staff and community. 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.
Rudd, Lori	Instructional Coach	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 and administration will be responsible for the following: Collaborative Planning Coaching Cycle Data Analysis SIP Planning Works with teachers to differentiate 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

Name	Position Title	Job Duties and Responsibilities
		child. Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Provides small group instruction. Communicates and interacts with students, parents, staff and community. 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.
Williams, Neena	Instructional Coach	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 and administration will be responsible for the following: Collaborative Planning Coaching Cycle Data Analysis SIP Planning Works with teachers to differentiate 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. Provides small group instruction. Communicates and interacts with students, parents, staff and community. 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.
Walton, Melissa	Psychologist	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

Name	Position Title	Job Duties and Responsibilities
		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 environment
Kelley, Bobbi	Instructional Media	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.
Scott, Ashley	School Counselor	Supports academic achievement of all students, insuring equity and access to all. Develops and maintains a written plan for effective delivery of our school counseling program, communicating the goals to our educational stakeholders. She works with students individually or in groups, also provides consultation to teachers regarding students and makes referrals when needed.

Demographic Information

Principal start date
Saturday 7/1/2017, Gregory Deal

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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
51

Total number of students enrolled at the school
731

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	1	96	123	117	124	109	0	0	0	0	0	0	0	570
Attendance below 90 percent	0	27	39	40	25	29	0	0	0	0	0	0	0	160
One or more suspensions	0	0	3	7	11	10	0	0	0	0	0	0	0	31
Course failure in ELA	0	8	6	6	16	6	0	0	0	0	0	0	0	42
Course failure in Math	0	3	2	2	1	2	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	33	32	28	0	0	0	0	0	0	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	27	32	30	0	0	0	0	0	0	0	89
Number of students with a substantial reading deficiency	0	51	78	40	27	19	0	0	0	0	0	0	0	215

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	8	9	6	0	0	0	0	0	0	0	23

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	3	20	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated
Friday 6/17/2022

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

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	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	
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	47%	56%				46%	51%	57%
ELA Learning Gains	57%						56%	51%	58%
ELA Lowest 25th Percentile	49%						63%	49%	53%
Math Achievement	47%	42%	50%				56%	57%	63%
Math Learning Gains	58%						60%	56%	62%
Math Lowest 25th Percentile	47%						48%	47%	51%
Science Achievement	40%	49%	59%				49%	47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	52%	-9%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	45%	48%	-3%	58%	-13%
Cohort Comparison		-43%				
05	2022					
	2019	46%	47%	-1%	56%	-10%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	56%	0%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	51%	56%	-5%	64%	-13%
Cohort Comparison		-56%				
05	2022					
	2019	61%	51%	10%	60%	1%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	45%	5%	53%	-3%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	31	55	47	31	52	44	27				
ELL	43	60	50	46	53	38	38				
ASN	70			70							
BLK	24	46	50	26	41	38	33				
HSP	47	60	50	54	60	36	45				
WHT	51	56		50	68	80	36				
FRL	39	58	43	43	54	47	37				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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							

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	46	36		55	48		58				
FRL	36	44	38	39	60	65	32				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Students not reading proficiently (3rd - 40%, 4th-44%, 5th- 31%), 30% of our students in K-5th are below 90% in attendance, 25% of our students in 3rd-5th are below 90% in attendance, average 8 students in each grade level 3rd-5th with with two or more indicators being failing in ELA and attendance. Lowest 25% in Math in 4th -5th;

What data components, based off progress monitoring and 2022 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 for all tier 2 in1st & 2nd with our tier 3 students. Progress Monitoring of AR Diagnostic Reports. 25% of our students in 3rd-5th are below 90% in attendance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Spring STAR 4th ELA learning gains 62%, Math 5th learning gains 60%. Based on 2022 ELA FSA school data (3rd05th), we increased 11% in our ELA Learning gains going from 46% proficient to 57% proficient.

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 & SIPPS, 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-5th 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our area of focus will be for our lowest 25% in ELA, and our subgroups of students (SWD and Black students). Based on our 2022 Spring STAR data, 52% of our lowest 25% of students in 4th grade made learning gains. Based on our 2022 Spring STAR data, 38% of our lowest 25% of students in 5th grade made learning gains. Based on our 2022 3rd grade FSA scores, only 40% of our 3rd graders are proficient. Based on our Spring 2022 STAR reading scores, only 40% 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. Rationale: 1. 43% of our students entering 3rd grade are not proficient based on 2nd grade 2022 Spring STAR. 2. 60% of our students entering 4th grade are not proficient based on 3rd grade 2022 ELA FSA scores. 3. 60% of our students entering 5th grade are not proficient in ELA based on our 2022 Spring STAR. 4. 29 out of 109 of our students entering 4th grade scored a level 1 on their 3rd grade 2022 ELA FSA. 5. 31 out of 109 of our students entering 4th grade scored a level 2 on their 3rd grade 2022 ELA FSA. 6. 24% (162/678) of our student population were in attendance less than 90% during 21-22 school year. 7. 71% (47/66) of our Black subgroup in grades 3rd and 4th are under 50PR below reading proficiency based on 2022 Spring STAR. 8. 61% (55/90) of our Black subgroup in grades K-2nd are reading under 50PR based on 2022 Spring STAR.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of our lowest 25% of students within 3rd - 5th grade levels will increase 10% or higher on 2023 Spring ELA FAST and STAR assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Progress Monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented. 2. 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. 3. Teachers will adjust the ZPD of each student every 3-4 weeks in order to increase the students' reading levels throughout the school year. 4. 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 FAST PM3 ELA test date. 5. Monitoring the Implementation of SIPPS - research based Systematic

	Intensive Phonics Program for our Tier 2 and Tier 3 students in 1st - 3rd grade levels.
Person responsible for monitoring outcome:	Gregory Deal (gregory.deal@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Monitor students engaging in equivalent experiences aligned to state expectations using Standard Walkthrough Tool (SWT). 2. Engage teachers in standard-based planning protocol using the Learning Arc Framework. 3. Implement SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in 1st & 2nd grade.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks , aligned tasks and assessments. 2. 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. 3. SIPPS aligns with the MTSS framework and can be used across all three tiers. Explicit and systematic lessons develop phonological awareness, spelling-sound relationships, decoding, and sight word knowledge that work together to develop accuracy and automaticity.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create a calendar for leadership team calibration walks
2. Train Leadership team on walkthrough tool in first two calibration walks.
3. Conduct calibration walks until team show 90-100% calibrated consistency with rationale.
4. Add Standards Walkthrough Tool (SWT) Monitoring data review to every leadership team meeting agenda.
5. Monitor impact between data review from SWT and planning per content/course/grade level
5. Progress Monitoring - AR Diagnostic Reports analyzed weekly classroom teachers, coaches and admin
6. Weekly collaborative planning
7. Peer to Peer Program with Mrs. Scott, School Counselor, to encourage positive behavior and regular attendance.
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. Adjust ZPD levels every 3-4 weeks - planning
11. Coaches will co-teach with small groups in classroom
12. Progress Monitoring - STAR CBM - fluency/foundational skills, assessments

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus will be for our lowest 25% in Math, and groups of students (specifically our SWD and Black students). Teachers and interventionists should be able to increase academic performance of the lowest 25% of students in 3rd - 5th grade schoolwide through highly effective use of instructional strategies during daily small group intervention instruction and delivery of grade level core instruction. Rationale: 1. Based on 2022 Spring STAR data in 4th grade, only 24% (5 out of 21) of our lowest 25% made learning gains 2. In 5th grade, only 17% (4 out of 23) of our lowest 25% made learning gains. 3. Based on 2022 Spring STAR data with our 3rd-4th Black subgroup, 68% of our students are below proficiency (50PR). In 1st -2nd, 45% of our black subgroup are below proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of our lowest 25% of students within 3rd - 5th grade levels will increase 10% or higher on 2023 Spring ELA FAST and STAR assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Progress Monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented. 2.Monitoring STAR assessment data, which will be used to compare students current levels to those they achieved on FSA Math in 2022. 3. 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.
Person responsible for monitoring outcome:	Gregory Deal (gregory.deal@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Monitor students engaging in equivalent experiences aligned to state expectations using Standard Walkthrough Tool (SWT). 2. Engage teachers in standard-based planning protocol using the Learning Arc Framework.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	1. TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks , aligned tasks and assessments.

Describe the resources/criteria used for selecting this strategy.

2. 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.
3. The math module results will allow teachers the ability to provide individual students remediation as needed
based on their lack of proficiency by standard.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create a calendar for leadership team calibration walks
2. Train Leadership team on walkthrough tool in first two calibration walks.
3. Conduct calibration walks until team show 90-100% calibrated consistency with rationale.
4. Add Standards Walkthrough Tool (SWT) Monitoring data review to every leadership team meeting agenda.
5. Monitor impact between data review from SWT and planning per content/course/grade level1. STAR reports analyzed by classroom teachers, coaches and administration.
6. 3rd-5th will meet for Collaborative Planning on a weekly basis and K- 2nd will meet bi-weekly.
7. Teachers will use Reflex Math daily on a consistent basis to support mathematical fluency.
8. Progress Monitoring - STAR CBM -fluency/foundational
9. Monitor math module data during collaborative planning.
10. Teachers will make parent phone calls to inform them of their child's academic and behavioral status
11. 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 Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus will be increasing our Science proficiency in grades 3rd-5th. Teachers will increase academic performance of our students in 3rd - 5th grade through the use of highly effective instructional strategies during delivery of grade level core instruction and weekly hands on learning experiments during the use of their scheduled Science Lab time. Based on our District Quarter 3 Science Assessment, 63% of our 4th grade students entering 5th grade are not proficient on grade level Science standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency will increase 10% or higher on 2023 Spring Science FCAT assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Progress Monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Monitor students engaging in equivalent experiences aligned to state expectations using Standard Walkthrough Tool (SWT). 2. Engage teachers in standard-based planning protocol using the Learning Arc Framework.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks , aligned tasks and assessments

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create a calendar for leadership team calibration walks
2. Conduct calibration walks until team show 90-100% calibrated consistency with rationale.
3. Add Standards Walkthrough Tool (SWT) Monitoring data review to every leadership team meeting agenda.
4. Monitor impact between data review from SWT and planning per content/course/grade level.
5. 3rd-5th will meet for Collaborative Planning on a weekly basis planning Science lesson plans and hands on
experiments.

Person Responsible   Gregory Deal (gregory.deal@polk-fl.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

6% (6 out of 96) K students entering 1st grade are extremely below benchmark.
16% (16 out of 100) 1st grade students entering 2nd grade are extremely below benchmark.
84% (84 out of 100) 1st grade students entering 2nd grade are still in STAR Early Literacy.
23% (23 out of 100 students) 2nd grade students entering 3rd grade are extremely below benchmark.
32% (20 out of 101) 2nd grade students enter 3rd grade are below benchmark based on STAR data.
60% of our students entering 4th grade are not proficient readers.
62% of our students entering 5th grade are not proficient readers.

Overall, K-3rd we have 44% (129 out of 296) students below grade level benchmarks based on 2022 Spring STAR Early Literacy & STAR data.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Analyze STAR data, and weekly formative assessments to plan our daily small groups. Integrate research based resources (SIPPS) and strategies in whole group and small groups. Increase reading time, plan research based instructional strategies along with on grade level student tasks for our reading benchmarks. Incorporate more text based writing and non-fiction reading during small groups. Provide specific feedback.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

62% of our K-2 students will be proficient readers.

Grades 3-5: Measureable Outcome(s)

43% of our students entering 3rd grade are reading below proficiency based on 2022 Spring STAR Data. 60% of our students entering 4th grade are reading below proficiency based on 2022 Spring STAR Data 62% of our entering 5th grade are reading below proficiency based on 2022 Spring STAR Data.

Based on 22 FSA ELA, 44% of our 3rd-5th graders are reading proficiently an increase from 40% in 2021. Our goal is to increase to 50%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. Progress Monitoring data offered by district level assessment platforms will be used to ensure students are
mastering Benchmarks being taught after planning is properly implemented.
2. Monitoring the Implementation of SIPPS - research based Systematic Intensive Phonics Program for our Tier
2 and Tier 3 students in 1st - 3rd grade levels.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Deal, Gregory, gregory.deal@polk-fl.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

   ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

   ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

   ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Monitor students engaging in equivalent experiences aligned to state expectations using Standard Walkthrough Tool (SWT).
2. Engage teachers in standard-based planning protocol using the Learning Arc Framework.
3. Implement SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in 1st & 2nd grade.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

   ◦ Do the evidence-based practices/programs address the identified need?

   ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

1. TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks , aligned tasks and assessments.
2. 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.
3. SIPPS aligns with the MTSS framework and can be used across all three tiers. Explicit and systematic lessons develop phonological awareness, spelling-sound relationships, decoding, and sight word knowledge that work together to develop accuracy and automaticity.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

   ◦ Literacy Leadership

   ◦ Literacy Coaching

   ◦ Assessment

   ◦ Professional Learning

Action Step	Person Responsible for Monitoring
1. Create a calendar for leadership team calibration walks 2. Train Leadership team on walkthrough tool in first two calibration walks. 3. Conduct calibration walks until team show 90-100% calibrated consistency with rationale. 4. Add Standards Walkthrough Tool (SWT) Monitoring data review to every leadership team meeting agenda. 5. Monitor impact between data review from SWT and planning per content/course/ grade level 5. Progress Monitoring - AR Diagnostic Reports analyzed weekly classroom teachers, coaches and admin 6. Weekly collaborative planning 7. Peer to Peer Program with Mrs. Scott, School Counselor, to encourage positive behavior and regular attendance. 8. After school tutoring will be offered for students. 9. Teachers will make parent phone calls to inform them of their child's academic status. 10. Adjust ZPD levels every 3-4 weeks 11. Coaches will co-teach with small groups in classroom 12. Progress Monitoring - STAR CBM - fluency/foundational skills, assessments 13. Analyze SIPPS data	Deal, Gregory, gregory.deal@polk-fl.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 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 school culture and environment.

School Advisory Committee, Peak Worship (Mr. Snider) , and Publix Employees Federal Credit Union (Alyssa Ronan) , and Nick & Moes are a few of our community stakeholders. Publix is one of our sponsors who decided to sponsor a new PEFCU Reading Corner at our school this upcoming school year 22-23. They will provide our school a "reading corner remodel". Our SAC committee consist of Sleepy Hill Elem staff, administrators, parents and community members who meet quarterly to engage in conversations on yearly events, ways to continue and maintain a safe and loving school culture, and review school wide academic data.